Sarasota County School District Comprehensive Evidence-Based Reading Plan

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the format below for district reading plans. Districts may utilize the Department's format or an alternative developed by the district. The CERP must be approved by the governing board or authority prior to being submitted to the Department by August 1 for approval. A charter school that elects to develop its own CERP must submit its CERP, approved by the governing board or authority, to the sponsoring district by July 15 and meet the requirements of sections (ss.)1002.33(7)(a)2(a). and 1003.4201, Florida Statutes (F.S.).

The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in Rule 6A-1.09401, Florida Administrative Code (F.A.C.), Student Performance Standards. This information is reflected for all schools and grade levels and must be shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff, and parents.

1) Contact Information

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

Point of Contact	Name	Email	Phone
Chief Academic Officer	Rachael O'Dea	Rachael.O'Dea@sarasotacountyschools.net	(941) 927-9000
Chief of Elementary Schools	Jen Mainelli	Jennifer.Mainelli@sarasotacountyschools.net	(941) 927-9000
Chief of Secondary Schools	Megan Green	Megan.green@sarasotacountyschools.net	(941) 927-9000
Main Reading Contact	Rachel Chappell	Rachel.Chappell@sarasotacountyschools.net	(941) 927-9000
Data Element	Lori Butters	Lori.Butters@sarasotacountyschools.net	(941) 927-9000
Third Grade Promotion	Rachel Chappell	Rachel.Chappell@sarasotacountyschools.net	(941) 927-9000
Multi-Tiered System of Supports	Rachel Chappell	Rachel.Chappell@sarasotacountyschools.net	(941) 927-9000
Summer Reading Camp	Rachel Chappell	Rachel.Chappell@sarasotacountyschools.net	(941) 927-9000
Early Learning/VPK	Tracey Cardenas	Tracey.Cardenas@sarasotacountyschools.net	(941) 927-9000
Elementary Curriculum	Dr. Rachel Chappell	Rachel.Chappell@sarasotacountyschools.net	(941) 927-9000
Middle School Curriculum	Kira Bryant	Kira.Bryant@sarasotacountyschools.net	(941) 927-9000
High School Curriculum	Michelle Anderson	Michelle.Anderson@sarasotacountyschools.net	(941) 927-9000
Charter Schools	Millie Wheeler	Mille.Wheeler@sarasotacountyschools.net	(941) 927-9000

District Instructional Specialist (Early Learning/VPK)	Lona Sims	Lona.Sims@sarasotacountyschools.net	(941) 927-9000
District ELA Program Specialists (Elementary)	Laura Anderson Dr. Lisa Fisher Lynn Guindon Alison Johnson Kari Johnson Katie Kephart Jen Maselli Jennifer Mendieta Kristin Neesen Jessica Seltzer	Laura.Anderson@sarasotacountyschools.net Lisa.Fisher@sarasotacountyschools.net Lynn.Guindon@sarasotacountyschools.net Alison.Johnson@sarasotacountyschools.net Kari.Johnson@sarasotacountyschools.net Katie.Kephart@sarasotacountyschools.net Jennifer.Maselli@sarasotacountyschools.net Jennifer.Maselli@sarasotacountyschools.net Kristin.Neesen@sarasotacountyschools.net Jessica.Seltzer@sarasotacountyschools.net	(941) 927-9000
Middle School Intensive Reading Program Specialist	Emily Nees	Emily.Nees@sarasotacountyschools.net	(941) 927-9000
High School Intensive Reading Program Specialist	Deborah Therrien	Deborah.Therrien@sarasotacountyschools.net	(941) 927-9000
High School ELA Program Specialist	Dr. Nicole Roth	Nicole.Roth@sarasotacountyschools.net	(941) 927-9000

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures (Rule 6A-6.053(9)(b)3.b., F.A.C.)
The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring, and incentives required to implement the district's plan effectively. The expenditures must prioritize Voluntary Prekindergarten (VPK) students who have a Substantial Deficiency in Reading in early literacy skills and K-3 students who have a Substantial Deficiency in Reading or characteristics of dyslexia.

Charter schools must utilize their proportionate share in accordance with ss. 1002.33(7)(a)2.a., 1003.4201 and 1008.25(3)(a), F.S. *Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.*

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	$3,119,501	29
Intervention teachers	$3,442,208	15
Scientifically researched and evidence-based supplemental instructional materials	$422,018	
Third-grade summer reading camps	$241,114	
Summer reading camps		
Professional Learning in Structured Literacy Practices for Primary Teachers	$177,000	
Secondary Expenses		

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Literacy coaches	$1,828,673	17
Intervention teachers and Intensive Reading teachers	$5,270,881	49
Scientifically researched and evidence-based supplemental instructional materials	$233,329	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction *(Dyslexia Certification, Literacy Coach Endorsement)*	$160,000	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification *(Reading Certification/Endorsement/Micro-credential)*	$75,000	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary, or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	$951,679	
Tutoring programs to accelerate literacy learning	$60,000	
Family engagement activities	$3,165	
K-12 Professional learning in the Science of Reading	$75,000	
Other – Please Describe (Add additional rows as needed.)		
Charter Schools	$406,689	
Estimated Sum of Expenditures	**$16,466,257**	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals (Rule 6A-6.053(9)(b)3.d., F.A.C.)
Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

For VPK, establish clear and measurable student literacy achievement goals based on percentiles from the Florida Assessment of Student Thinking (FAST).

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10th percentile	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above	At & Above Benchmark 40th percentile & above
VPK	0%	0%	NA	90%

Sarasota County Schools (SCS) did not offer school-year Voluntary Prekindergarten (VPK) programs prior to the 2024-2025 school year. In 2024-2025, SCS offered 19 VPK classrooms, four general education Prekindergarten (PreK) "Early Learning" classrooms, and 41 PreK classrooms serving Exceptional Student Education (ESE) self-contained programs. In the 2025-2026 School Year, SCS will offer 21 VPK classrooms, four general education PreK "Early Learning" classrooms, and 42 PreK classrooms serving ESE self-contained programs.

1. **Describe how the district will improve literacy outcomes for VPK students based on an analysis of student performance data.**

The Coordinated Screening and Progress Monitoring Program, also known as Florida Assessment of Student Thinking (FAST) Star Early Literacy, is a statewide initiative mandated by s. 1002.68, F.S., and utilized in all Voluntary Prekindergarten (VPK) programs to evaluate student proficiency in early literacy and mathematics, aligning with the standards set forth in s. 1002.67(1)(a), F.S. Sarasota County Schools' (SCS's) 21 VPK programs and four general education PreK programs participate in Star Early Literacy testing, and the information is used to plan and implement instructional programming in response to student need. Additionally, students identified as in need of urgent reading intervention or demonstrating a Substantial Deficiency in Reading by scoring below the 10th percentile in Progress Monitoring period 2 (PM2) will receive immediate early intervening support through explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning, and providing multiple opportunities to practice the targeted skill(s) and receive corrective feedback.

The SCS district also collects progress monitoring data utilizing the Brigance Inventory of Early Development III for students with an Individualized Education Plan (IEP) and to inform the Child Outcome Summary (COS) process for state outcome reporting. The district includes this data on the student information system Focus, Performance Matters platform, and the PM data is available to all PreK teachers for review after each progress monitoring period. Administrators and PreK teachers work together to review, analyze, and plan for specific early intervention, based on the results of this data, ensuring that Students with Disabilities (SWD) continue to make progress towards goals outlined on a student's Individual Education Plan (IEP) and aligned with Specially Designed Instruction (SDI).

PreK teachers, both those serving VPK programs and Exceptional Student Education (ESE) programs, meet weekly during Professional Learning Community (PLC) meetings with a focus on research-based best practice in meeting the needs of learners, based on PM data and other observational and anecdotal data. Additionally, the district's PreK Program Specialist for Instruction and VPK and the PreK Program Specialist for ESE regularly review this data and provide direct training, coaching, and support for PreK teachers.

During the 2025-2026 school year, the district will work to further align the collection, review, analysis, and instructional programming use of progress monitoring data for PM1, PM2, and PM3 with the evaluation tool used by site-based administrators for PreK teachers. This crosswalk illustrates the direct correlation between the routine use of data analysis and increasing student performance outcomes, which will be utilized to ensure that the percentage of students who are "kindergarten ready" continues to increase. This work will ultimately lead to improvement in student learning outcomes.

For K-10, establish clear and measurable student literacy achievement goals based on achievement levels from the FAST.

FAST				
Grade	Previous School Year – % of Students Scoring Level 1	Goal for Plan Year – % of Students Scoring Level 1	Previous School Year – % of Students Scoring Levels 3-5	Goal for Plan Year – % of Students Scoring Levels 3-5
K	15.9%	12%	62.9%	66%
1	23.1%	15%	61.9%	65%
2	17.7%	14%	63.5%	66%
3	13.6%	10%	67.5%	70%
4	15.5%	11%	67.3%	70%
5	13.4%	10%	62.9%	65%
6	12.4%	9%	68.3%	71%
7	14.9%	11%	65.5%	68%

FAST				
Grade	Previous School Year – % of Students Scoring Level 1	Goal for Plan Year – % of Students Scoring Level 1	Previous School Year – % of Students Scoring Levels 3-5	Goal for Plan Year – % of Students Scoring Levels 3-5
8	16.0%	13%	62.6%	65%
9	14.2%	11%	64.2%	67%
10	16.2%	13%	61.4%	64%

B. Plan Implementation and Monitoring (Rule 6A-6.053(10), F.A.C.)
Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. **Provide an explanation of the following:**

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

Actions for continuous support and improvement	Some actions for continuous support and improvement based on data include: • Supported problem-solving sessions to unpack data and identify instructional targets with school leaders • Professional Learning opportunities • Creation of targeted curriculum and response plans to support instruction • Facilitation of collaborative planning based on data analysis • Walk-throughs with school leaders to identify instructional trends and opportunities for feedback • Literacy Leadership Team support and training • Targeted Professional Learning with cadres of Literacy Coaches and Literacy Interventionists	Some actions for continuous support and improvement based on data include: • Collaborative planning based on Layer 2 data analysis (PLC) • Targeted Problem-Solving will be utilized with all three layers of data, while intervention will be supported by Layer 3 data analysis • Professional Learning Opportunities will be targeted to support the results of the Impact Reviews and action plans
Grades 6-8	**District Level**	**School Level**
Data that will be collected and frequency of review	The Chief of Secondary Schools, Middle School Curriculum Director, ELA and Reading Program Specialists review state and district progress monitoring data after each testing window to determine trends at the district level through data analysis and to plan the following action steps.	The schools' Professional Learning Communities will engage in an in-depth review to discuss the FAST progress monitoring data twice a year. The PLCs will utilize various forms of data from i-Ready, such as Diagnostic results, Standards Mastery quarterly data, Personalized Reading Instruction completion and pass rates, and Phonics for Reading to track the ongoing progress of Tier 1, Tier 2, and Tier 3 instruction/intervention and individual student needs. School leaders will monitor data and information gathered from the Intensive Reading Walkthrough Tool, which will be discussed quarterly in their School Literacy Leadership Team meetings. Action

		plans will be developed.
Actions for continuous support and improvement	Some actions for continuous support and improvement based on data include: • Opportunities for Professional Learning in the Science of Reading • i-Ready Data Analysis • Alignment of curriculum resources to support interventions in ELA and Intensive Reading • Literacy Leadership Team training and support • Targeted Professional Learning with the cadre of Literacy Coaches and Literacy Interventionists	Gathering the data listed above will lead to continuous development of action plans. Focus Questions when action planning: What do we continue doing? What needs to be tweaked? What do we keep doing? PLCs will conduct data-driven discussions and lesson planning provided with the data from the Data Coach and instructional support from the Literacy Coach.
Grades 9-12	**District Level**	**School Level**
Data that will be collected and frequency of review	The Chief of Secondary Schools, High School Curriculum Director, and ELA and Reading Program specialists will review progress monitoring data after each testing window to determine trends at the district level through data analysis and plan the next action steps.	School-based PLCs will review their FAST progress monitoring data three times a year to obtain a universal understanding of student performance, utilizing student group data. Teams (PLCs) will also use district-created common curricular assessments and PLC-created common formative and summative assessments to monitor and reflect on Tier 1 and Tier 2 instruction. Tier 3 instruction will be monitored through Read 180 at 9th and 10th grade levels and ChalkTalk for 11th and 12th grades. School leaders will analyze data collected from the Literacy Walkthrough tool in their monthly Literacy Leadership Teams.
Actions for continuous support and improvement	District-level actions for continuous support will include: • Professional Learning opportunities based upon data and trends gathered from testing and during Impact Reviews	School-level support for continuous improvement will come from the administrative support for the PLC process and through Literacy Leadership Teams. Some actions for continuous support include: • Professional Learning Opportunities

	• Facilitation of Reading Data Digs of Intensive Reading teachers and students • Development of data analysis tools to target instruction and remediation for Tier 1 and Tier 2 supports • Alignment of curriculum resources to support ELA interventions • Literacy Leadership Team training and support • Targeted Professional Learning with the cadre of Literacy Coaches • Implement common planning protocols to support teachers' understanding of standards and instructional strategies to best meet the needs of all students	• Data Analysis/Problem-Solving • Data-based Collaborative Planning

2. **Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.**

The district has a comprehensive plan to address key literacy priorities, focused on leadership, literacy coaching, instruction/intervention, assessment, and professional learning:

1. Literacy Leadership:
   - Regular Meetings and Data Analysis: All schools will establish regular Literacy Leadership team meetings with a standing agenda that includes in-depth data analysis.
   - Leader Training and Implementation Plans: School leaders will be fully trained on how to build and lead effective Literacy Leadership teams, and each school will develop a customized plan for team implementation.
2. Literacy Coaching:
   - Commitment to Literacy Coach Endorsement: The district will support and commit to endorsing all school-based literacy coaches, ensuring they have the credentials and training needed to lead instructional change and support teachers.
3. Standards, Curriculum, and Instruction/Intervention:
   - MTSS Framework: A district MTSS Design Team will create and implement a comprehensive K-12 Multi-Tiered System of Supports (MTSS) framework. This will include clear, actionable secondary (middle/high school) decision trees to guide instruction and intervention at all three tiers of instruction.
   - Curriculum and Progress Monitoring: The district will continually review, vet, and update K-12 curriculum resources and progress monitoring tools to ensure they are aligned to state standards, research-based, and appropriate for Tier 2 instruction. This process will help schools have access to high-quality materials that directly support differentiated instruction and timely interventions.
4. Assessment:
   - Streamlined Processes: The district will refine assessment procedures to avoid duplication and ensure that each assessment serves a clear instructional purpose.

- Curriculum-Embedded Assessments: There will be more common curriculum-based assessments, especially at the secondary level, to better inform instructional decisions and support responsive Tier 1 instruction.

5. Professional Learning:
- Science of Reading and Reading Endorsement Opportunities: K-12 teachers will have expanded access to science of reading training and additional convenient opportunities to earn their Reading Endorsement.
- Content Area Reading Strategies: Professional learning will place a strong emphasis on integrating reading strategies into all content areas to improve students' reading and comprehension across subjects.

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

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

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

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

C. **Literacy Coaches (Rule 6A-6.053(4), F.A.C.)**
   The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

1. **Is the district using the Just Read, Florida! literacy coach model as defined in Rule 6A-6.053(4), F.A.C.?**

   ☒Yes   ☐No

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

NA

3. **How is the district's literacy coach model communicated to principals?**

The Literacy Coach model is being communicated to principals through the district's strategic plan and professional learning designed to build and enhance a student-centered coaching model at schools across the district. Principals are invited to attend a two-day institute alongside Literacy Coaches in the Summer of 2025. This institute will allow professional learning opportunities for our coaching model to be effectively shared and communicated with administrators and coaches. This institute will allow principals to strategically design an implementation plan for student-centered coaching practices at their individual school sites. In addition, support for leading student-centered coaching and creating a culture for coaching will be addressed at principal meetings throughout the year and communicated through the Administrative Weekly Newsletter (AWN).

4. How does the district support literacy coaches throughout the school year?

As part of the strategic plan, each K-12 school has the position of a Literacy Coach. A Literacy for All cadre, made up of K-12 Program Specialists, was created to lead K-12 Literacy Coaches throughout the school year. District Meetings are held monthly for all K-12 Literacy Coaches to build their toolbox of coaching strategies, establish the roles and expectations of coaches across the district, and be provided with tools to evaluate the impact of their coaching. Individual coaching support will be provided to coaches by the ELA program specialists through on-site support. In addition, specific literacy content aligned to the science of reading, curriculum, and high-leverage practices are provided at each monthly meeting at all elementary, middle, and high school levels. In the 2025-2026 school year, all Literacy Coaches will obtain professional development by receiving their Literacy Coach Endorsement as we partner with UF Lastinger Center for this job-embedded support and opportunity.

5. 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 learning based on need?

Sarasota County Schools will communicate these coaching priorities as part of their roles and responsibilities as defined for all coaches in their job description. SCS will anchor roles and responsibilities of Literacy Coaches through the Florida Literacy Coach Domains and Standards. As the district program specialists support our Literacy Coaches through monthly meetings, high-impact strategies, action planning, and providing professional learning will be prioritized and practiced. Program specialists will partner with literacy coaches on-site to ensure that these practices are taking place.

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

Our Literacy for All Cadre--made up of chiefs, curriculum directors, and ELA program specialists-- will monitor the implementation of the literacy coach model. Monthly meetings are held to discuss the goals for literacy coaches, plan high-leverage professional development for literacy coaches, and to problem-solve when aspects of the literacy coach model need to be addressed, whether to the cohort or individual literacy coaches.

7. How does the district measure the effectiveness of literacy coaches?

Sarasota County Schools has adopted the Student-Centered Coaching model for coaching practices. A results-based coaching tool, which will be completed for all student-centered coaching cycles, will be used to measure student and teacher learning, obtain feedback on successes, identify missed opportunities in a coaching cycle, and identify areas for professional growth. These Results-Based Coaching Tools will be submitted and reviewed by the K-12 Literacy for All Cadre.

4) Assessment, Curriculum and Reading Instruction

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

K-12 reading instruction will align with Florida's Formula for Reading Success, 6 + 4 + T1 +T2 + T3, which includes:
- **Six components of reading**: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.
- **Four types of classroom assessments**: screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned**; include accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language

learners; and incorporate the principles of Universal Design for Learning as defined in 34 Code of Federal Regulations 200.2(b)(2)(ii).

- o **Core Instruction (Tier 1)**: provides print-rich, explicit, systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
- o **Supplemental Instruction/Interventions (Tier 2)**: provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.
- o **Intensive, Individualized Instruction/Interventions (Tier 3)**: provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in s. 1003.485, F.S.

1. **How does the district's strategic plan align with Florida's Formula for Reading Success for all students, including students with disabilities and students who are English language learners?**

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

Through a proactive approach to identifying and addressing learning barriers, we aim to create a culture of literacy excellence where every student is empowered to reach their fullest potential. We strive to ensure that every student receives the enrichment and support they need to become proficient readers and lifelong learners. Our intervention framework is built on the belief that all educators are teachers of all students, and that collective responsibility is essential for student success. We collaborate as a professional learning community to analyze data, identify areas of needed improvement, and implement evidence-based practices to meet their unique needs.

We understand that responsiveness is key to effective instruction, and we are committed to adjusting our practices to meet the changing needs of our students. Students may need supplemental or intensive intervention. Through intervention implementation of elevated targeted instruction, responsive progress monitoring, and providing appropriate, well-timed feedback, we ensure that every student is positioned for achievement.

Sarasota County Schools is guided by a sense of urgency and relentless focus on results. We are committed to attacking the achievement gap, promoting literacy excellence, and preparing all students for college, career, and life. Our collective efforts will create a school district where literacy success is for ALL students every day.

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

Florida's Formula for Reading Success 6 + 4 + T1 + T2 + T3

6 Components	4 Types of Assessments	Tier 1 Core	Tier 2 Intervention	Tier 3 Intensive Intervention
Oral Language Development	Screening	Explicit	Explicit	Explicit
Phonological Awareness	Progress Monitoring	Systematic	Systematic	Systematic
Phonics	Diagnostic	Scaffolded	Small Group Targeted Instruction	Small Group and/or One-on-One Instruction
Fluency	Summative	Differentiated	Multiple Opportunities to Practice Targeted Skills	More Guided Practice
Vocabulary		Corrective Feedback	Corrective Feedback	Immediate Corrective Feedback
Comprehension		Content- Rich	Occurs in Addition to Tier 1	Frequent Progress Monitoring
		Writing in Response to Reading		Occurs in Addition to Tier 1 and Tier 2

Note: *Standards-aligned; include accommodations for students with a disability, students with an Individual Educational Plan, and students who are English language learners, and incorporate the principles of Universal Design for Learning.*

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

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

> Writing in response to reading requires that students read a passage (or several), process and comprehend the material, and then formulate their thoughts coherently in writing.

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

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

High-Quality Instruction – Evidence-based practices, methodology, and resources
High-quality instruction is based on research and evidence of what works best in teaching and learning. By using evidence-based practices, teachers can be confident that their instructional methods are backed by sound research and are more likely to lead to positive student outcomes.
Sarasota County Schools lean on integrated research findings from multiple disciplines, such as the Science of Reading. The Science of Reading provides a comprehensive framework for understanding the complex process of learning to read and offers current insight into effective instructional practices to support readers of all ages and abilities. This field draws upon psychology, linguistics, neuroscience, education, and cognitive science research to inform evidence-based practices in reading instruction, methodology, curricular resources, and intervention.

High-Quality Instruction – Responsive to diverse student needs
Every student is different, with their strengths, challenges, interests, and learning paths. High-quality instruction acknowledges and accommodates these differences by being responsive to the diverse needs of learners. Teachers differentiate instruction to meet individual students where they are, providing appropriate levels of support and challenge to ensure that all students are positioned for literacy success. Ongoing problem-solving to unravel the many needs of at-risk students requires focus, dedication, and perseverance. A site intervention team looking for the right solution to meet a student's needs must think critically and collaboratively about when to add additional layers of intervention and when to consider a student for special education placement. Consider the following critical questions.

Tier One Core Instruction
- o Did the student have ready access to essential grade-level curriculum as part of his or her core instruction?
- o Did the student receive effective support, accommodations, or differentiation to support his or her success in learning essential grade-level supports? What were these supports?
- o Is there evidence that the school's core instructional practices are working for most students, including similar students?

Tier Two/Supplemental Interventions
- o Did the school identify the student for supplemental support promptly?
- o What were the student's specific learning needs at Tier Two? (The team should be able to list exact standards, learning targets, and behaviors.)
- o What caused the student not to learn these essential learning outcomes?
- o What research or evidence-based interventions did teachers use to address the student's specific learning needs?
- o Did the school provide these interventions in addition to Tier One?
- o Is there evidence that these interventions were effective for similar students?

Tier Three/Intensified Interventions
- o Did the school identify the student for Tier Three interventions in a timely, proactive manner?
- o What quality problem-solving process did the school use to better identify the student's specific learning needs and the cause of the student's struggles?
- o What were the student's specific learning needs at Tier Three? (The team should be able to list exact standards, learning targets, and behaviors.)
- o What research and evidence-based interventions did the school use to address the student's specific learning needs?
- o Did highly trained professionals in the student's area of need provide these interventions?
- o Did the school provide these interventions in addition to Tier One and Tier Two?
- o How often did the school monitor the student's progress for each intervention? What revisions or modifications did the school make based on this information?
- o Is there evidence that these interventions were effective for similar students?
- o Are there any other interventions or supports the school should try before considering special education placement?
- o Does the site intervention team unanimously feel special education identification is necessary and appropriate for this student? What benefits will the student receive from this recommendation that could not be provided without it?
- o Would team members recommend the same if the student in question were their child?

An **Elementary Comprehensive Tiered Instruction Guidance Document** is available to all teachers for suggested adjustments to Tier One Core Instruction, Tier Two/Supplemental Intervention, and Tier Three/Intensive Intervention for strategies, methodology, and resources.

2. **Describe your public school PreK (VPK, Exceptional Student Education (ESE) and other PreK) program's plan for assessment, standards, instruction and support to meet the needs of all learners.**

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

2a. Describe the instructional materials your public school PreK (VPK, ESE, and other PreK) program utilizes.

All Sarasota County Schools (SCS) PreK classrooms, including Voluntary Prekindergarten (VPK) and Exceptional Student Education (ESE) classrooms, are provided with the Frog Street 2020 Bilingual Curriculum resource, along with Learning Without Tears and Handwriting Without Tears, both tailored to individual learning needs. Educators ensure that instructional programming is aligned with the Florida Early Learning Developmental Standards (FELDS, 2017), outlining the skills that four-year-old children should acquire by the end of their PreK year across eight learning domains. These domains include Physical Development, Approaches to Learning, Social and Emotional Development, Language and Literacy, Mathematical Thinking, Scientific Inquiry, Social Studies, and Creative Expression Through the Arts.

While the Frog Street curriculum focuses on the science of reading as a guide for early literacy, it incorporates developmentally appropriate literacy concepts into everyday instruction, such as phonological awareness, print awareness, alphabet knowledge, and vocabulary development. Handwriting without Tears provides additional opportunities for explicit and developmentally appropriate sequence flows and integrates literacy instruction with multisensory activities through research-based instruction.

VPK Teachers have also been provided access to the Marco Polo Learning school-home learning platform, offering Emmy-nominated learning videos and literacy and math games promoting foundational skill development aligned to Kindergarten Readiness assessment tools.

Teachers and preschool paraprofessionals collaborate with families to establish specific learning goals within each FELDS domain, fostering holistic development in young learners. Additionally, strategies for differentiating instruction to meet the diverse needs of students while addressing state standards are integrated into the curriculum. This includes adaptations for English Language Learners (ELLs), Students with Disabilities (SWD), and gifted learners, ensuring that all students have equitable access to high-quality education and opportunities for growth. Through this comprehensive approach, the curriculum not only addresses state standards but also prepares students for success in their educational journey.

3. Describe the interventions provided to public school VPK students identified as having a substantial deficiency in early literacy skills as defined in Rule 6A-6.053(5), F.A.C..

Students enrolled in VPK programs who are identified with a substantial deficiency in early literacy skills will receive targeted interventions using Frog Street Pre-K 2020 and Learning Without Tears resources. Interventions will include small-group instruction focused on phonological awareness, letter knowledge, print concepts, and vocabulary development. Students will engage in explicit, systematic activities such as interactive "read-alouds", literacy center tasks, and direct instruction using Frog Street's "ABC and Ready to Read" components, oral language cards, and thematic vocabulary routines. These interventions aim to strengthen foundational literacy skills through multisensory, developmentally appropriate practices. Sarasota County Schools is considering the addition of the Heggerty Phonemic Awareness curriculum to its PreK instructional resources. This initiative aims to strengthen foundational literacy skills for rising kindergarteners by aligning PreK instruction with the phonemic awareness practices already implemented in all K–1 classrooms.

In addition, Learning Without Tears strategies will support early writing and fine motor development, reinforcing alphabet knowledge and sound-symbol correspondence. Students will participate in multisensory activities such as letter building with wood pieces, Wet-Dry-Try exercises, Roll-A-Dough Letters, and drawing activities with Mat Man to enhance handwriting readiness and letter formation. Combined, these interventions provide a comprehensive, research-based approach to address early literacy deficiencies and ensure students are prepared for kindergarten success.

Beginning in the 2025–2026 school year, funds may be set aside to support the implementation of additional evidence-based early intervention programs. One example is a pilot opportunity for an early intervention platform through the Age of Learning, Inc., My Reading Academy, and My Math Academy platforms. Both online programs are grounded in the Science of Reading and evidence-based math practices, offering personalized learning pathways that adapt to each child's developmental needs. Research shows that students who used My Reading Academy achieved 2.4 times the expected growth in foundational literacy skills compared to peers not using the program (Age of Learning Research, 2023). Similarly, My Math Academy students demonstrated 3–4 months of additional math growth over a 10-week period. Integrating these platforms into VPK will provide targeted, differentiated instruction in literacy and numeracy, helping close achievement gaps early and significantly increasing student readiness for kindergarten.

B. Assessment/Curriculum Decision Trees (Rule 6A-6.053(9)(b)4., F.A.C.)

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

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to s. 1008.25(9)(b), F.S., and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instructional materials and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3), what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

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

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

Grades VPK-5

1. **Elementary Assessments**

FAST				
Name of the Assessment	**Target Audience (Grades 9-12)**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST STAR Early Literacy	☒ VPK ☒ Grade K ☒ Grade 1	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST STAR Reading	☒ Grade 1 ☒ Grade 2	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST ELA Reading	☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below any additional assessment(s) used to guide instructional decision-making for grades PreK-5 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades PreK-5) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Brigance	☐ VPK ☒ PreK (ESE) ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ All Students (ESE PreK) ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
B.E.S.T. Writing	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades PreK-5) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
	☐ Select Students			
Amira Benchmark Assessment	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☒ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Benchmark Advance Unit Assessments	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Benchmark Advance Writing Interim	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
i-Ready	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Observational Assessments	☐ VPK ☐ PreK	☒ Oral Language ☒ Phonological	☐ Screening ☒ Progress	☐ Weekly ☐ 2 x Month

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Oral Language (Mondo) Screener – Gr K Heggerty Phonemic Awareness (K-1) Oral Reading Fluency (DIBELS) 1-5 Letter Identification, Letter Sounds, Concepts of Print (K)	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	Monitoring ☐ Diagnostic ☐ Summative	☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

2. **Students with a Substantial Deficiency in Reading (Rule 6A-6.053(6), F.A.C.)**
Students identified with a substantial deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific Substantial Deficiency in Reading and that meets the minimum requirements set forth in s. 1008.25(4)(c), F.S. The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student's Substantial Deficiency in Reading . Nothing in Rule 6A-6.053, F.A.C., should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

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

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

testing window of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or

- o For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.

- A student in grade 3 scores Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to s. 1008.22(3)(a), F.S.

Tier 3 interventions must be provided to students identified as having a Substantial Deficiency in Reading.

2a. Describe the district's process (e.g., Multi-Tiered System of Supports (MTSS) for identifying grades K-3 students in need of Tier 2/Tier 3 interventions.

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

Problem-solving and an AIP (Academic Intervention Plan) are initiated for any reader who may be identified as needing to work toward improvement if they meet any of the following criteria:

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

***Substantial Deficiency in Reading – See** additional SDR guidance **and notify parents with Parent Letter & Read at Home Plan** via AIP in Focus **within 45 days**
- o Scores between the 0-9th percentiles on the FAST/STAR Early Literacy at any time in the year, **AND** the student is demonstrating intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring
- o Unable to complete the practice items on FAST/STAR Early Literacy at any time in the year
- o Retention in Kindergarten the previous year.

Readers working to improve – Notify parents if intervention is implemented with a Notice of Intervention via AIP in Focus
- o Scores between the 10th and 55th percentile on the FAST/STAR Early Literacy at any time in the year, **AND** the student is demonstrating intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring

Explicit and systematic intensive interventions, including multi-modal strategies, must be provided for all students identified as having a Substantial Deficiency in Reading. Teachers are to administer additional assessments to determine instructional needs and follow the Sarasota County Elementary Decision Trees to determine the targeted focus for interventions.

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

Substantial Deficiency in Reading – See additional SDR guidance and notify parents with Parent Letter & Read at Home Plan via AIP in Focus within 45 days
- o Scores a Level 1 on the previous year's PM3 FAST/STAR Assessment

- o Scores between the 0- 9th percentiles on the FAST/STAR Reading at any time in the year, **AND** the student is demonstrating intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring
- o Unable to complete the practice items on FAST/STAR Reading at PM 1, is prompted to take FAST/STAR Early Literacy, and scores below the 45th percentile, **AND** the student is demonstrating intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring
- o Unable to complete the practice items on FAST/STAR Reading, and is prompted to take FAST/STAR Early Literacy at PM 2 or PM 3, regardless of percentile, **AND** the student is demonstrating intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring
- o Retention the previous year

Readers working to improve – Notify parents if intervention is implemented with a Notice of Intervention via AIP in Focus
- o Scores between the 10th -- 45th percentiles on the FAST/STAR Reading at any time in the year, **AND** the student is demonstrating intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring
- o Unable to complete the practice items on FAST/STAR Reading at PM 1, and is prompted to take Early Literacy scoring above the 45th percentile, **AND** the student is demonstrating intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring

Explicit and systematic intensive interventions, including multi-modal strategies, must be provided for all students identified as having a Substantial Deficiency in Reading. Teachers are to administer additional assessments to determine instructional needs and follow the Sarasota County Elementary Decision Trees to determine the targeted focus for interventions.

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

Substantial Deficiency in Reading – See *additional SDR guidance* ***and notify parents with Parent Letter & Read at Home Plan via AIP in Focus within 45 days.***

- o Scores a Level 1 on the previous year's PM3 FAST Assessment
- o Scores between the 0th and 9th percentile on the FAST/STAR Reading at any time in the year, **AND** the student is demonstrating intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring
- o Unable to complete the practice items on FAST/STAR Reading at any time in the year.
- o Retention the previous year

Readers working to improve – Notify parents if intervention is implemented with a Notice of Intervention via AIP in Focus
- o Scores between the 10th and 45th percentile on the FAST/STAR Reading at any time in the year, **AND** the student is demonstrating intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring

Explicit and systematic intensive interventions, including multi-modal strategies, must be provided for all students identified as having a Substantial Deficiency in Reading. Teachers are to administer additional assessments to determine instructional needs and follow the Sarasota County Elementary Decision Trees to determine the targeted focus for interventions.

Grade Three:

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

Substantial Deficiency in Reading – See *additional SDR guidance* ***and notify parents with Parent Letter & Read at Home Plan via AIP in Focus within 45 days***

o   Scores a Level 1 on the previous year's PM3 FAST Assessment
o   Scores between the 0th and 19th percentile on the FAST/ELA at any time in the year, **AND** the student is demonstrating intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring
o   Retained/scored a level one on the end-of-year FAST/ELA from the previous year.

Readers working to improve – Notify parents if intervention is implemented with a Notice of Intervention via AIP in Focus
o   Scores between the 20th and 45th percentile on the FAST/ELA at any time in the year, **AND** the student is demonstrating intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring

Explicit and systematic intensive interventions, including multi-modal strategies, must be provided for all students identified as having a Substantial Deficiency in Reading. Teachers are to administer additional assessments to determine instructional needs and follow the Sarasota County Elementary Decision Trees to determine the targeted focus for interventions.

2b. Describe the district's process (e.g., MTSS) for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

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

Problem-solving and an AIP (Academic Intervention Plan) is initiated for any reader who may be identified as needing to work toward improvement if they meet any of the following criteria:

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

Substantial Deficiency in Reading – See *additional SDR guidance.* ***Notify parents with Parent Letter & Read at Home Plan via AIP in Focus***
o   Scores between the 0th and 19th percentile on the FAST/ELA at any time in the year, Scores between the 0th and 19th percentile on the FAST/ELA at any time in the year, **AND** the student is demonstrating intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring
o   Scores a level one at the end-of-year FAST/ELA from the previous year

Readers working to improve – Notify parents if intervention is implemented with a Notice of Intervention via AIP in Focus
o   Scores between the 20th and 45th percentile on the FAST/ELA at any time in the year, **AND** the student is demonstrating intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring
o   Retention
o   NOTE: Students promoted by good cause must be provided Tier Two/Supplemental Interventions and Tier Three/Intensive Interventions until adequate progress has been made

Explicit and systematic intensive interventions, including multi-modal strategies, must be provided for all students identified as having a Substantial Deficiency in Reading. Teachers are to administer additional

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

- **Students with Characteristics of Dyslexia (Rule 6A-6.053(7), F.A.C.)**
  Students who have characteristics of dyslexia must be covered by one of the plans described in s. 1008.25(4)(b), F.S., and parents must be consulted in the development of the plan.

3a. If not included within the Decision Tree, describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

Students who score in the 49th percentile or below on FAST (K, 2-3) and in the 45th percentile or below on FAST (Grade 1) will be given further screening to determine if they are identified as having characteristics of dyslexia.

3b. Describe the district's process for providing additional screening to students with characteristics of dyslexia pursuant to s. 1008.25(9), F.S. Name the screener(s) utilized.

If students score in the 49th percentile or below on FAST (K, 2-3), and in the 45th percentile or below on FAST (Grade 1), they will be given the Amira Benchmark Assessment/Dyslexia Screener to determine if they show characteristics of dyslexia.

4. **Explain how the effectiveness of Tier 1 instruction is monitored.**

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

5. **Explain how the effectiveness of Tier 2 interventions is monitored.**

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

The Chief of Elementary School, Elementary Curriculum Director, ELA Program Specialists, administrators, School Wide Support Team (SWST) Teams, grade level teams, and individual teachers will be responsible for the fidelity of interventions. Through PLCs and SWST meetings, the fidelity and effectiveness of Tier 2 interventions are evaluated and possibly altered depending on the student's response to intervention, as evidenced through data analysis. Grade-level Decision Trees and a Progress Monitoring Guidance Document (pages 55-61) provide instructions to plan for and modify the effectiveness of Tier 2 reading interventions.

6. **Explain how the effectiveness of Tier 3 interventions is monitored.**

The Chief of Elementary School, Director of Elementary Curriculum, ELA Program Specialists, administrators, SWST Teams, grade level teams, and individual teachers will be responsible for the fidelity of interventions. Through SWST meetings, the fidelity and effectiveness of Tier 3 interventions is evaluated and possibly altered depending on the student's response to intervention as evidenced through data analysis. Grade level Decision Trees and a Progress Monitoring Guidance Document (pages 55-61) is given to intentionally plan for and evaluate the effectiveness of Tier 3 reading interventions, adjusting as needed.

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

Through SWST meetings, the fidelity and effectiveness of Tier 3 interventions is evaluated and possibly altered depending on the student's response to intervention as evidenced through data analysis. Grade level Decision Trees and a Progress Monitoring Guidance Document is given to instructors to plan for and modify the effectiveness of Tier 3 reading interventions. When planning Tiered Interventions, schools will ensure that intensive reading interventions are delivered by instructional personnel that possess a micro-credential or who are certified or endorsed in reading. If the individual possesses a micro-credential, they must be supervised by an individual who is certified or reading endorsed.

Grades K-5 Decision Tree

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.

Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:

The student scored a Level 3 or above on the 2024-2025 FAST assessment PM 3 for grades 3-5 and on the 2024-2025 STAR Early Literacy for grades K-2, and the student performed at the meeting expectation levels (see criteria listed below) on the additional Tier 1 assessments per grade level:
I-Ready Diagnostic Assessment (Grades K-5)
Mondo Oral Language Screener (Grade K)
Concepts About Print Assessment (Grade K)
Heggerty Phonemic Awareness Quick Checks (Grades K-1)
Letter Recognition Assessment (Grade K)
Letter Sound Assessment (Grade K)
Oral Reading Fluency (Grades 1-5)
Benchmark Advance Unit Tests (Grades K-5)
Benchmark Advance Writing Interim Assessments (Grades 2-5)

All assessment data is monitored to ensure Tier One instruction is effective.

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

A determination that Tier 1 instruction is sufficient must be based on a triangulation of data points. Students are expected to score at or above expectations on some, but not necessarily all, of the designated screeners and progress monitoring assessments, and/or demonstrate proficiency according to the established performance criteria. As a benchmark, approximately 80% of students in the class should be able to demonstrate success with Tier 1 instruction. Responsive instruction should still occur at any time instructional problem-solving indicates a need.

STAR Early Literacy
Grade K- Level 3 or above/50th percentile or above (PM 1, PM 2, PM 3)
Grade 1- Level 3 or above/45th percentile or above (PM 1, PM 2, PM 3)
Grade 2- Level 3 or above/50th percentile or above (PM 1, PM 2, PM 3)

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

i-Ready Diagnostic Assessment (if applicable)

Grade Level	AP1	AP2
Kindergarten	65th percentile and above	65th percentile and above
1st Grade	65th percentile and above	65th percentile and above
2nd Grade	65th percentile and above	65th percentile and above
3SDR Grade	65th percentile and above	65th percentile and above
4th Grade	65th percentile and above	65th percentile and above
5th Grade	65th percentile and above	65th percentile and above

Mondo Oral Language Screener

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

Concepts of Print

Grade Level	BOY	MOY	EOY
Kindergarten	baseline	10+	13

Heggerty Phonemic Awareness Quick Checks

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

Letter Recognition Assessment

BOY (taken from Kindergarten Screener)	End of Quarter One	End of Quarter Two	End of Quarter Three and Four
baseline	40-45	46-50	51-52

Letter Sounds Assessment

BOY (taken from Kindergarten Screener)	End of Quarter One	End of Quarter Two	End of Quarter Three and Four
baseline	11-20 or more consonant sounds and a few of the short sounds for the five major vowels	21 or more consonant sounds, some of the short sounds for the five major vowels	21 or more consonant sounds, **all** short sounds for the five major vowels, **Q4**: 21 consonant sounds **and** all long sounds for the five major **vowels**

Oral Reading Fluency (ORF)

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

Benchmark Advance Unit Tests

Grade Level	Units 1-3	Units 4-6	Units 7-9
Kinder	70-100%	70-100%	70-100%
1st Grade	70-100%	70-100%	70-100%

2nd Grade	70-100%	70-100%	70-100%
3SDR Grade	60-100%	65-100%	70-100%
4th Grade	60-100%	65-100%	70-100%
5th Grade	60-100%	65-100%	70-100%

Benchmark Advance Writing Interim Assessments

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

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

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

If more than 30% of a classroom warrants further problem-solving, an intensified approach to the Tier One ELA block should be considered, which would add an additional emphasis on foundational skills in conjunction with all other components.

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

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

When Tier One Core Instruction Requires Differentiation and Responsive Reteaching, Consider…				
Time				**Shared Thinking**
Increase the *amount* and *quality* of instructional time for students to interact with the content.	Increase the intensity of instruction on targeted skills in whole or small groups. *Progress monitoring data guide target-specific skills*.	Determine a concept's most essential and distinct features using teacher and student modeling using the gradual release model. Use *teacher modeling* via a gradual release model and highlight the	Determine the most effective cognitive strategies used for skilled reading. Systematically and *sequentially teach all literacy domains* (Phonemic Awareness, Phonics, Fluency, Comprehension, and Vocabulary). Teach students to *think strategically to*	Increase opportunities for students to interact with the content and each other by responding, questioning, discussing, and explaining thinking. Encourage student *explanation, clarification, and justification* of their

		concept or targeted skill through various **methods.**	**monitor their understanding.**	ideas/responses while **facilitating discussions and asking open-ended questions.**

Core Instruction
Indicate the core curriculum utilized. Add additional rows as needed.

Name of Program	**Year of Program Adoption**
Benchmark Advance (Grades K-5)	**2021-2022**
Supplemental to Core Curriculum -Heggerty Phonemic Awareness, 2022 edition (Used in Grades K-1) *Refer to page 28-29 for program description*	**2021-2022**
Supplemental to Core Curriculum - UFLI Foundations (Used in Grades K-2) *Refer to page 30-31 for program description*	**2024-2025**

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

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

Problem solving and consideration for intervention should be initiated when triangulated data indicate that a student is not meeting expectations on one or more screeners and/or performance criteria.

STAR Early Literacy (Renaissance Learning)
Grade K- Level 1 or 2/49th percentile or below (PM 1, PM 2, PM 3)
STAR Reading (Renaissance Learning)
Grade 1- Level 1 or 2/45th percentile or below (PM 1, PM 2, PM 3)
Grade 2- Level 1 or 2/49th percentile or below (PM 1, PM 2, PM 3)
FAST (Cambium)
Grade 3- Level 1 or 2/49th percentile or below (PM 1, PM 2, PM 3)
Grade 4- Level 1 or 2/49th percentile or below (PM 1, PM 2, PM 3)
Grade 5- Level 1 or 2/49th percentile or below (PM 1, PM 2, PM 3)

i-Ready Diagnostic Assessment (if applicable)

Grade Level	**AP1**	**AP2**
Kindergarten	64th percentile or below	64th percentile or below
1st Grade	64th percentile or below	64th percentile or below
2nd Grade	64th percentile or below	64th percentile or below
3SDR Grade	64th percentile or below	64th percentile or below
4th Grade	64th percentile or below	64th percentile or below
5th Grade	64th percentile or below	64th percentile or below

Mondo Oral Language Screener

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

Heggerty Phonemic Awareness Quick Checks

Grade Level	**BOY**	**MOY**	**EOY**
Kindergarten	0-7	0-7	0-14

1st Grade	0-11	0-14	0-14
2nd Grade	16-32	16-32	16-32

Letter Recognition Assessment

BOY (taken from Kindergarten Screener)	End of Quarter One	End of Quarter Two	End of Quarter Three and Four
baseline	0-39	0-45	0-50

Letter Sounds Assessment

BOY (taken from Kindergarten Screener)	End of Quarter One	End of Quarter Two	End of Quarter Three and Four
baseline	Less than 11-20 consonant sounds and limited recognition of the short sounds for the five major vowels	Less than 21 or more consonant sounds and limited recognition of the short sounds for the five major vowels	Less than 21 or more consonant sounds, **limited recognition of** short sounds for the five major vowels, Q4: Less than 21 consonant sounds **and** limited recognition of long and short sounds for the five major **vowels**

Core Phonics Survey

Grade Level	BOY	MOY	EOY
Kindergarten (Section E given at EOY)	NA	NA	0-13 (Section E)
Grade 1 (Sections E-I given BOY, MOY, EOY)	0-13 (Section E)	0-13 (**each** Section E-F)	0-13 (**each** Section E-I)
Grade 2 (Sections E-K given BOY, Sections E-L given MOY, EOY)	0-13 (**each** Section E-J)	0-13 (**each** Section E-K)	0-13 (**each** Section E-K)
Grade 3 (Section L given BOY, MOY)	0-20 (Section L)	0-20 (Section L)	as needed

Oral Reading Fluency (ORF)

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

Benchmark Advance Unit Tests

Grade Level	Units 1-3	Units 4-6	Units 7-9
Kinder	0-60%	0-60%	0-60%
1st Grade	0-60%	0-60%	0-60%
2nd Grade	0-60%	0-60%	0-60%
3rd Grade	0-50%	0-55%	0-60%
4th Grade	0-50%	0-55%	0-60%

| 5th Grade | 0-50% | 0-55% | 0-60% |

Benchmark Advance Writing Interim Assessments

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

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

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

Problem-solving and consideration for intervention should be initiated when triangulated data indicate that a student is not meeting expectations on one or more screeners and/or performance criteria listed below.

STAR Early Literacy
Grade K-Level 1 or 2 or below the 50th percentile
Grade 1-Level 1 or 2 or below the 45th percentile
Grade 2- Level 1 or 2 or below the 50th percentile

FAST Cambium
Grade 3-Level 1 or 2 or below the 50th percentile
Grade 4- Level 1 or 2 or below the 50th percentile
Grade 5- Level 1 or 2 or below the 50th percentile

I-Ready Diagnostic Assessment (Grades K-5)
Mondo Oral Language Screener (Grade K)
Concepts About Print Assessment (Grade K)
Heggerty Phonemic Awareness Quick Checks (Grades K-1)
Letter Recognition Assessment (Grade K)
Letter Sound Assessment (Grade K)
Oral Reading Fluency (Grades 1-5)
Benchmark Advance Unit Tests (Grades K-5)
Benchmark Advance Writing Interim Assessments (Grades 2-5)

Number of times per week interventions are provided: 2-3 times a week and more often if needed.

Number of minutes per intervention session: The master schedule should reflect 30 – 40 minutes for an extension/intervention block outside the 90-minute ELA block expectation.

Supplemental Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)

Heggerty Phonemic Awareness	N/A	**Heggerty Phonemic Awareness, 2022 edition**, does not meet strong, moderate, or promising levels of evidence; however, the following WWC IES Practice Guide Recommendation(s) support the program: (Foundational Reading Skills to Support Reading for Understanding in Grades K-3), Recommendation 2 (STRONG EVIDENCE) states investing instructional time for "developing awareness of segments and sounds and speech and how they link to letters." This recommendation was built into the program by teaching students to recognize and manipulate segments of sound in speech and teaching students letter-sound relations. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, and offering professional learning sessions available for new teachers and those who need a refresher in the Fall 2025. These sessions will be led by ELA program specialists.
Benchmark Advance Start Up, Build Up, Spiral Up in Phonics	N/A	**Benchmark Advance Start Up, Build Up, Spiral Up in Phonics** does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: (Foundational Reading Skills to Support Reading for Understanding in Grades K-3), Recommendation 2 (STRONG EVIDENCE) states investing instructional time for developing awareness of segments and sounds and speech and how they link to letters;" Recommendation 3 (STRONG EVIDENCE) states "teach sounds to decode words, analyze words parts and write and recognize words;" Recommendation 4 (MODERATE EVIDENCE) states "ensuring that each student reads connected texts every day to support reading accuracy, fluency, and comprehension" and (Providing Reading Interventions for Students in Grades 4-9), Recommendation 1 (STRONG EVIDENCE) states to "build students' decoding skills so they can read complex multisyllabic words." These recommendations were built into the program by providing an intentional, explicit, systematic scope and sequence for research-based phonics instruction. Within each 5-day instructional sequence, students are given multiple opportunities to learn sounds, spelling patterns, or morphological word parts (respective to level), apply these skills to a connected decodable text,

		and practice encoding/writing using the acquired skill. All three levels (Start up, Build up, and Spiral Up) have routines intended to further support fluency and automaticity with applying the learned decoding skill(s). The district will support and monitor implementation of this program by conducting data chats, analysis of Tier 1 progress monitoring data, and observational walkthroughs, including professional learning sessions led by Interventionists/and or Literacy Coaches at each school.
Heggerty Bridge the Gap: Phonemic Awareness Intervention	N/A	**Heggerty Bridge the Gap** does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: (Foundational Skills To Support Reading for Understanding in Grades K-3), Recommendation 2 (STRONG EVIDENCE) states investing instructional time for "developing awareness of the segments of sounds in speech and how they link to letters; and (Providing Reading Interventions for Students in Grades 4-9), Recommendation 1 (STRONG EVIDENCE) states to "build students' decoding skills so they can read complex multisyllabic words." These recommendations were built into the program by teaching students to recognize and manipulate segments of sound in speech and teaching students letter-sound relations. The district will support and monitor implementation of this program by conducting data chats, analysis of Tier 1 progress monitoring data, and observational walkthroughs, including professional learning sessions led by Interventionists/and or Literacy Coaches at each school.
UFLI Foundations	N/A	**UFLI Foundations** does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: (Foundational Reading Skills to Support Reading for Understanding in Grades K-3), Recommendation 2 (STRONG EVIDENCE) states investing instructional time for "developing awareness of segments and sounds and speech and how they link to letters;" Recommendation 3 (STRONG EVIDENCE) states "teach sounds to decode words, analyze words parts and write and recognize words;" Recommendation 4 (MODERATE EVIDENCE) states "ensuring that each student reads connected texts every day to support reading accuracy, fluency, and

		comprehension. " These recommendations were built into the program by teaching students to recognize and manipulate segments of sounds in speech, using word-building relationships to link students' knowledge of letter-sound relationships with phonemic awareness, teach students to blend letter sounds and sound-spelling patterns from left to right within a words to produce a recognizable pronunciation, having students read decodable words in isolation and in text, teach regular and irregular high-frequency words so that students can recognize them efficiently, and teach students to self-monitor their understanding of the text and to self-correct word-reading errors. The district will support and monitor implementation of this program by conducting data chats, analysis of Tier 1 progress monitoring data, and observational walkthroughs, including professional learning sessions led by Interventionists/and or Literacy Coaches at each school.
I-Ready Toolbox: Tools for Scaffolding Comprehension Instruction	N/A	**I-Ready Toolbox: Tools for Scaffolding Comprehension** does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: (Improving Reading Comprehension in Kindergarten Through 3^{SDR} Grade), Recommendation 1 (PROMISING EVIDENCE) states investing instructional time for "teaching students how to use reading comprehension strategies; Recommendation 2 (PROMISING EVIDENCE) states "teach students to identify and use the text's organizational structure to comprehend, learn, and remember content" and (Providing Reading Interventions for Students in Grades 4-9); Recommendation 3 (STRONG EVIDENCE) states "routinely use a set of comprehension-building practices to help students make sense of the text." These recommendations were built into the resource through explicit, systematic instruction for comprehension strategies aligned to the B.E.S.T. Standards. The district will support and monitor implementation of this program by conducting data chats, analysis of Tier 1 progress monitoring data, and observational walkthroughs, including professional learning sessions led by Interventionists/and or Literacy Coaches at each school.

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Benchmark Advance Steps to Advance	N/A	**Benchmark Advance Steps to Advance** does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: (Foundational Skills to Support Reading for Understanding Grades K-3)," Recommendation 2 (STRONG EVIDENCE) states investing instructional time for "developing awareness of the segments of sounds in speech and how they link to letters; Recommendation 3 (STRONG EVIDENCE) states " teach students to decode words, analyze words parts, and write and recognize words; Recommendation 4 (MODERATE EVIDENCE) states "ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, and (Providing Reading Interventions for Students in Grades 4-9), Recommendation 1 (STRONG EVIDENCE) states "build students' decoding skills so they can read complex multisyllabic words;" Recommendation 3 (STRONG EVIDENCE) states "routinely use a set of comprehension-building practices to help students make sense of the text," Recommendation 4 (MODERATE EVIDENCE) states "provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information." The recommendations were built into the program through explicit and systematic instruction that helps students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, vocabulary, writing, and recognizing words. The program includes connected text to improve word reading, reading accuracy, fluency, and comprehension. The district will support and monitor implementation of this program by conducting data chats, analysis of Tier 1 progress monitoring data based on subgroups, and observational walkthroughs, including professional learning sessions led by ESE Program Specialists.
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**

Benchmark Advance Express	N/A	**Benchmark Advance Express** does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program used for emerging multilingual students: (Teaching Academic Content and Literacy to English Learners in Elementary and Middle School), Recommendation 1 (STRONG EVIDENCE): states investing instructional time to "teach students academic language skills, including the use or inferential and narrative language, and vocabulary knowledge;" Recommendation 2 (STRONG EVIDENCE) states to "integrate oral and written English language instruction into content-area teaching; and (Foundational Skills to Support Reading for Understanding Grades K-3), Recommendation 2 (STRONG EVIDENCE) states "develop awareness of the segments of sounds in speech and how they link to letters;" Recommendation 3 (STRONG EVIDENCE) states to "teach sounds to decode words, analyze word parts and write and recognize words." These recommendations were built into the program through opportunities to engage students to build knowledge as they develop language and reading fluency, texts provide enhanced visual support and text chunking for scaffolding to grade-level complex texts, and students' daily practice and apply language skills across reading, writing, listening, and speaking. The district will support and monitor implementation of this program by conducting data chats, analysis of Tier 1 progress monitoring data based on subgroups, and observational walkthroughs, including professional learning sessions led by ESOL Program Specialists.
Benchmark Advance Hello	N/A	**Benchmark Advance Hello** does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program used for emerging multilingual students: (Teaching Academic Content and Literacy to English Learners in Elementary and Middle School), Recommendation 1 (STRONG EVIDENCE): states investing instructional time to "teach students academic language skills, including the use or inferential and narrative language, and vocabulary knowledge;" Recommendation 2 (STRONG EVIDENCE) states to "integrate oral and written English language instruction into content-area teaching." These recommendations were built into

		the program through opportunities to engage students to develop oral language and vocabulary, including lessons that embrace primary language, prior knowledge, and cross-cultural understanding, and through instruction that is focused on academic language and metacognitive and socio-affective skills and strategies. The district will support and monitor implementation of this program by conducting data chats, analysis of Tier 1 progress monitoring data based on subgroups, and observational walkthroughs, including professional learning sessions led by ESOL Program Specialists.

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

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

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

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

Problem solving and consideration for intervention should be initiated when triangulated data indicate that a student is not meeting expectations on one or more screeners and/or performance criteria listed below.

STAR Early Literacy (Renaissance Learning)
Grade K- Below the 10th percentile (PM 1, PM 2, PM 3) or retained the previous year
STAR Reading (Renaissance Learning)
Grade 1- Below the 10th percentile (PM 1, PM 2) Level 1 on PM 3 or retained the previous year
Grade 2- Below the 10th percentile (PM 1, PM 2) Level 1 on PM 3 or retained the previous year
FAST (Cambium)
Grade 3- Below the 20th percentile (PM 1, PM 2) Level 1 on PM 3 or retained the previous year
Grade 4- Below the 20th percentile (PM 1, PM 2) Level 1 on PM 3 or Level 1 the previous year
Grade 5- Below the 20th percentile (PM 1, PM 2) Level 1 on PM 3 or Level 1 the previous year

i-Ready Diagnostic Assessment (If applicable)

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

Mondo Oral Language Screener

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

Heggerty Phonemic Awareness Quick Checks

Grade Level	BOY	MOY	EOY
Kindergarten	0-5	0-5	0-11
1st Grade	0-5	0-8	0-11
2nd Grade	0-16	0-16	0-16

Letter Recognition Assessment

BOY (taken from Kindergarten Screener)	End of Quarter One	End of Quarter Two	End of Quarter Three and Four
baseline	0-39	0-45	0-50

Letter Sounds Assessment

BOY (taken from Kindergarten Screener)	End of Quarter One	End of Quarter Two	End of Quarter Three and Four
baseline	Less than 11-20 consonant sounds and limited recognition of the short sounds for the five major vowels	Less than 21 or more consonant sounds and limited recognition of the short sounds for the five major vowels	Less than 21 or more consonant sounds, **limited recognition of** short sounds for the five major vowels, **Q4**: Less than 21 consonant sounds **and** limited recognition of long and short sounds for the five major **vowels**

Core Phonics Survey

Grade Level	BOY	MOY	EOY
Kindergarten (Section E given at EOY)	NA	NA	0-9 (Section E)
Grade 1 (Sections E-I given BOY, MOY, EOY)	0-9 (Section E)	0-9 (**each** Section E-F)	0-9 (**each** Section E-I)
Grade 2 (Sections E-K given BOY, Sections E-L given MOY, EOY)	0-9 (**each** Section E-J)	0-9 (**each** Section E-K)	0-9 (**each** Section E-K)
Grade 3 (Section L given BOY, MOY)	0-14 (Section L)	0-14 (Section L)	0-14 (Section L)

Oral Reading Fluency (ORF)

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

Benchmark Advance Unit Tests

Kinder	0-60%	0-60%	0-60%
1st Grade	0-60%	0-60%	0-60%
2nd Grade	0-60%	0-60%	0-60%
3SDR Grade	0-50%	0-55%	0-60%
4th Grade	0-50%	0-55%	0-60%
5th Grade	0-50%	0-55%	0-60%

Benchmark Advance Writing Interim Assessments

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

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

Student scored below meeting expectations on the 2024-2025 FAST assessment PM 3, and student performed below meeting expectation levels (see criteria listed below) on the additional Tier 1 assessments per grade level:

I-Ready Diagnostic Assessment (Grades K-5)
Mondo Oral Language Screener (Grade K)
Heggerty Phonemic Awareness Quick Checks (Grades K-2)
Letter Recognition Assessment (Grade K)
Letter Sound Assessment (Grade K)
Oral Reading Fluency (Grades 1-5)
Core Phonics Survey (Grades K-5)
Benchmark Advance Unit Tests (Grades K-5)
Benchmark Advance Writing Interim Assessments (Grades 2-5)

STAR Early Literacy (Renaissance Learning)
Grade K- Below the 10th percentile (PM 1, PM 2, PM 3) or retained the previous year

STAR Reading (Renaissance Learning)
Grade 1- Below the 10th percentile (PM 1, PM 2) Level 1 on PM 3 or retained the previous year
Grade 2- Below the 10th percentile (PM 1, PM 2) Level 1 on PM 3 or retained the previous year

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

Number of times per week interventions are provided: 4-5 times per week

Number of minutes per intervention session: a minimum of 10-20 minutes per session in addition to Tier 2

Intensive, Individualized Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)

AMIRA-Teacher-Led Lessons	**STRONG**	**AMIRA (Grades K-5)** meets ESSA ratings as "STRONG EVIDENCE." Amira differentiates to support all five pillars of reading by providing 1:1 reading tutoring, oral reading fluency assessments, and dyslexia risk screening with embedded micro-interventions rooted in the science of reading to help students build critical foundational skills. The district will support and monitor implementation of this program by conducting data chats, analysis of Tier 1 progress monitoring data based on subgroups, and observational walkthroughs, including professional learning sessions led by Literacy Interventionists at each school.
STORY CHAMPS	**N/A**	**STORY CHAMPS** does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: (Improving Adolescent Literacy: Effective Classroom and Intervention Practices), Recommendation 1 (PROMISING EVIDENCE) states "provide explicit vocabulary instruction;" Recommendation 2 (PROMISING EVIDENCE) states "provide direct and explicit comprehension strategy instruction;" Recommendation 3 (PROMISING EVIDENCE) states "provide opportunities for extended discussion of text meaning and interpretation" and (Effective Literacy and English Language Instruction for English Learners in the Elementary Grades), Recommendation 2 (PROMISING EVIDENCE) states "Provide intensive small group reading interventions," Recommendation 3 (PROMISING EVIDENCE) states "provide extensive and varied vocabulary instruction," and (Teaching Academic Content and Literacy to English Learners in Elementary and Middle School), Recommendation 1 (STRONG EVIDENCE) states "teach a set of academic vocabulary words intensively across several days using a variety of instructional activities." These recommendations were built into the program by explicit, systematic instruction for oral language and retelling stories with specific vocabulary. The district will support and monitor implementation of this program by conducting data chats, analysis of progress monitoring data based on subgroups, and observational walkthroughs, including professional learning sessions led by Literacy Interventionists and Speech Pathologists at each school.

Benchmark Advance Targeted Interventions	N/A	**Benchmark Advance Targeted Interventions** do not meet strong, moderate, or promising levels of evidence however, the following WWC Practice Guide Recommendation(s) support the program: (Providing Reading Interventions for Students in Grades 4-9), Recommendation 1 (STRONG EVIDENCE) states "Build students' decoding skills so they can read complex multisyllabic words; Recommendation 2 (STRONG EVIDENCE) states "provide purposeful fluency-building activities to help students read effortlessly," Recommendation 3 (STONG EVIDENCE) states: "routinely use a set of comprehension-building practices to help students make sense of the text," and (Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 3 (STRONG EVIDENCE) states "teach students to decode words, analyze word parts, and write and recognize words. These recommendations were built into the program by explicit, systematic instruction for decoding practice, comprehension practice, fluency, and vocabulary practice based on grade-level B.E.S.T. standards. The district will support and monitor implementation of this program by conducting data chats, analysis of progress monitoring data, observational walkthroughs, including professional support by Literacy Coaches at each school.
UFLI Intensive Small Group Framework	N/A	**UFLI Intensive Framework** does not meet strong, moderate, or promising levels of evidence however, the following WWC Practice Guide Recommendation(s) support the practice: (Foundational Reading Skills to Support Reading for Understanding in Grades K-3), Recommendation 2 (STRONG EVIDENCE) states investing instructional time for "developing awareness of segments and sounds and speech and how they link to letters," Recommendation 3 (STRONG EVIDENCE) states "teach sounds to decode words, analyze word parts and write and recognize words, Recommendation 4 (MODERATE EVIDENCE) states "ensure that each student reads connected texts every day to support reading accuracy, fluency, and comprehension" and (Providing Reading Interventions for Students in Grades 4-9) Recommendation 1 (STRONG EVIDENCE) states "build students' decoding skills so they can read complex multisyllabic words," Recommendation 2 (STRONG EVIDENCE) states "provide purposeful fluency-building activities to help students read effortlessly," and

		Recommendation 3 (STRONG EVIDENCE) states "routinely use a set of comprehension-building practices to help students make sense of the text," and Recommendation 4 (MODERATE EVIDENCE) states "provide students with opportunities to practice make sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information." These recommendations were built into the UF Intensive approach through a developed explicit, systematic lesson that allows students to practice decoding/encoding, fluency, and comprehension in a structured literacy approach. They support students (and teachers of those students) in the early stages of reading acquisition while scaffolding students to more advanced levels of literacy. The district will support and monitor implementation of this program by conducting data chats, analysis of Tier 1 progress monitoring data based on subgroups, and observational walkthroughs, including professional learning sessions led by English Language Arts (ELA) Program Specialists and Interventionists.
Orton Gillingham Approach	**N/A**	**Orton-Gillingham Approach (K-2)** does not meet strong, moderate, or promising levels of evidence however, the following WWC Practice Guide Recommendation(s) support the practice: (Foundational Reading Skills to Support Reading for Understanding in Grades K-3) Recommendation 2 (STRONG EVIDENCE) states investing instructional time for "developing awareness of segments and sounds and speech and how they link to letters," Recommendation 3 (STRONG EVIDENCE) states to "teach sounds to decode words, analyze word parts and write and recognize words," Recommendation 4 (MODERATE EVIDENCE) states "ensure that each student reads connected texts every day to support reading accuracy, fluency, and comprehension." These recommendations were built into the approach through the three-part drills (teaching sound/symbol relationships and phoneme practice), focus on language comprehension, and syllabication activities. greater benefit to students. breaks down reading and spelling into smaller tasks involving letters and then builds over time. The method is direct and explicit, meaning that students learn the structure of a given sound or word and how it fits into the greater framework of the English language. The approach also emphasizes the

		importance of teaching strategies sequentially, starting with the more common and predictable sound-symbol connections in English before moving on to more advanced and less predictable concepts. The district will support and monitor implementation of this program by conducting data chats, analysis of Tier 1 Progress Monitoring Data based on subgroups, and observational walkthroughs, including professional learning sessions led by Trained Orton Gillingham Coaches and Interventionists.
i-Ready Toolbox: Tools for Scaffolding Comprehension	**N/A**	**I-Ready Toolbox: Tools for Scaffolding Comprehension** does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: (Improving Reading Comprehension in Kindergarten Through 3rd Grade), Recommendation 1 (PROMISING EVIDENCE) states investing instructional time for "teaching students how to use reading comprehension strategies; Recommendation 2 (PROMISING EVIDENCE) states "teach students to identify and use the text's organizational structure to comprehend, learn, and remember content" and (Providing Reading Interventions for Students in Grades 4-9), Recommendation 3 (STRONG EVIDENCE) states "routinely use a set of comprehension-building practices to help students make sense of the text. These recommendations were built into the resource through explicit, systematic instruction for comprehension strategies aligned to the B.E.S.T. Standards. The district will support and monitor implementation of this program by conducting data chats, analysis of Tier 1 progress monitoring data, and observational walkthroughs, including professional learning sessions led by Interventionists/and or Literacy Coaches at each school.
Hand 2 Mind Vocabulary and Phonics Toolkits	**N/A**	**Hand 2 Mind Vocabulary and Phonics Toolkits** do not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: (Providing Reading Interventions for Students in Grades 4-9), Recommendation 1 (STRONG EVIDENCE) states "build students' decoding skills so they can read complex multisyllabic words," Recommendation 3 (STRONG EVIDENCE) states "teach students to decode words, analyze word parts, and write and recognize words," and (Foundational Skills to Support Reading for

		Understanding in Kindergarten through 3rd Grade), Recommendation 3 (STRONG EVIDENCE) states "teach students to decode words, analyze word parts, and write and recognize words," and (Improving Adolescent Literacy: Effective Classroom and Intervention Practices), Recommendation 1 (PROMISING EVIDENCE) states "provide explicit vocabulary instruction." These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice, and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting data chats, analysis of Tier 1 progress monitoring data, and observational walkthroughs, including professional learning sessions led by Interventionists/and or Literacy Coaches at each school.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to		
Students with Disabilities		
Benchmark Advance Steps to Advance	**N/A**	**Benchmark Advance Steps to Advance** does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: (Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade)," Recommendation 2 (STRONG EVIDENCE) states investing instructional time for "developing awareness of the segments of sounds in speech and how they link to letters; Recommendation 3 (STRONG EVIDENCE) " teach students to decode words, analyze word parts, and write and recognize words; Recommendation 4 (MODERATE EVIDENCE) states "ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, and (Providing Reading Interventions for Students in Grades 4-9), Recommendation 1 (STRONG EVIDENCE) states "build students' decoding skills so they can read complex multisyllabic words;" Recommendation 3 (STRONG EVIDENCE) states "routinely use a set

of comprehension-building practices to help students make sense of the text," Recommendation 4 (MODERATE EVIDENCE) states "provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information." The recommendations were built into the program through explicit and systematic instruction that helps students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, vocabulary, writing, and recognizing words. The program includes connected text to improve word reading, reading accuracy, fluency, and comprehension. The district will support and monitor implementation of this program by conducting data chats, analysis of Tier 1 progress monitoring data based on subgroups, and observational walkthroughs, including professional learning sessions led by ESE Program Specialists.

English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Benchmark Advance Express	N/A	**Benchmark Advance Express** does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program used for emerging multilingual students: (Teaching Academic Content and Literacy to English Learners in Elementary and Middle School), Recommendation 1 (STRONG EVIDENCE): states investing instructional time to "teach students academic language skills, including the use or inferential and narrative language, and vocabulary knowledge;" Recommendation 2 (STRONG EVIDENCE) states to "integrate oral and written English language instruction into content-area teaching; and (Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade), Recommendation 2 (STRONG EVIDENCE) states "develop awareness of the segments of sounds in speech and how they link to letters;" Recommendation 3 (STRONG EVIDENCE) states to "teach sounds to decode words, analyze word parts and write and recognize words." These recommendations were built into the program through opportunities to engage students to build knowledge as they develop language and reading fluency, texts provide enhanced visual support and text

		chunking for scaffolding to grade-level complex texts, and students' daily practice and apply language skills across reading, writing, listening, and speaking. The district will support and monitor implementation of this program by conducting data chats, analysis of Tier 1 progress monitoring data based on subgroups, and observational walkthroughs, including professional learning sessions led by ESOL Program Specialists.
Benchmark Advance Hello	N/A	**Benchmark Advance Hello** does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program used for emerging multilingual students: (Teaching Academic Content and Literacy to English Learners in Elementary and Middle School), Recommendation 1 (STRONG EVIDENCE): states investing instructional time to "teach students academic language skills, including the use or inferential and narrative language, and vocabulary knowledge;" Recommendation 2 (STRONG EVIDENCE) states to "integrate oral and written English language instruction into content-area teaching." These recommendations were built into the program through opportunities to engage students to develop oral language, decode words, analyze word parts and vocabulary, include lessons that embrace primary language, prior knowledge, and cross-cultural understanding, and through instruction that is focused on academic language and metacognitive and socio-affective skills and strategies. The district will support and monitor implementation of this program by conducting data chats, analysis of Tier 1 progress monitoring data based on subgroups, and observational walkthroughs, including professional learning sessions led by ESOL Program Specialists.

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

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

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

The Chief of Elementary School, Director of Elementary Curriculum, ELA Program Specialists, administrators,SWST Teams, grade level teams, and individual teachers will be responsible for the fidelity of interventions. Through SWST meetings, the fidelity and effectiveness of Tier 3 interventions are evaluated and possibly altered depending on the student's response to the intervention, as evidenced through data analysis. Grade level Decision Trees and a Progress Monitoring Guidance Document (pages 55-61) is given to instructors to plan for and modify the effectiveness of Tier 3 reading interventions.

Kindergarten-Grade 5 Decision Trees for Comprehensive Tiered Instruction

Teachers, interventionists, school leaders, and all Sarasota County Schools stakeholders should be familiar with the district's decision trees to maintain the consistency and responsiveness of comprehensive tiered instruction. Each grade level's decision trees ensure that all students receive the support they need to achieve literacy success through a structured, data-driven approach to instruction and intervention. The decision trees are guided by Tier One core instruction, which may require intensification. Following the Tier One response are the key components: initiation of problem-solving, administering additional assessments, and determining a targeted focus area. Additional features of the grade-level decision trees are links to assessments to inform instructional decisions, family and caregiver communications, and expectations for progress monitoring.

Kindergarten Decision Tree

Comprehensive Tiered Instruction – Data-Driven Problem-Solving

Consider Tier One Adjustments
All students must receive comprehensive grade-level core reading instruction in Tier One aligned with Florida BEST Standards. The responsive decisions made about supplemental support and intensive interventions for readers working to improve must be in addition to, NOT replace, high-quality Tier One core literacy instruction, which includes differentiated small group instruction. Responsive instruction should occur at any time when instructional problem-solving is necessary. Use the data-driven problem-solving guidance below for decision-making.

Initiating Problem-Solving
Problem-solving should be initiated for any reader who may be identified as needing to work toward improvement if they meet any of the following criteria: ***Substantial Deficiency in Reading – See*** *additional SDR guidance* **and notify parents with Parent Letter & Read at Home Plan** <u>**via AIP in Focus**</u> **within 45 days** o Scores between the 0th and 9th percentiles on the FAST/STAR Early Literacy at any time in the year, **AND** the student is demonstrating intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring o Unable to complete the practice items on FAST/STAR Early Literacy at any time in the year o Retention in Kindergarten from the prior year.

Readers working to improve – Notify parents if intervention is implemented with a Notice of Intervention via AIP in Focus

o   Scores between the 10th and 55th percentile on the FAST/STAR Early Literacy at any time in the year, **AND** the student is demonstrating intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring

Explicit and systematic intensive interventions, including multi-modal strategies, must be provided for all students identified as having a Substantial Deficiency in Reading. Teachers are to administer additional assessments to determine instructional needs and follow the Sarasota County Elementary Decision Trees to determine the targeted focus for interventions.

Administer Additional Assessments to Determine Instructional Need

o   Heggerty Phonological Awareness Screener
o   Mondo Oral Language Screener
o   Letter Identification; Letter Sounds Kindergarten; Concepts About Print Kindergarten

Additionally, to determine the presence of potential characteristics of dyslexia, administer the Amira Benchmark Assessment/Dyslexia Screener (after PM 2 only).

Determine the Appropriate Focus and Entry Point of Instruction

1st Consideration		2nd Consideration
Phonological Awareness and Letter Identification with Text Application (K-1)	**Oral Language (K-1)**	**Phonics and Print Concepts with Text Application (K-1)**
Provide focused interventions if phonological awareness and/or letter naming difficulties are demonstrated on the phonological awareness or letter identification assessment. Use phonological awareness and letter identification diagnostic results to determine specific target intervention goals.	Provide focused interventions in oral language if the student demonstrates oral language concerns through classroom observations and/or is below expectation on the oral language screener. Use the results to determine specific target intervention goals. These interventions should be integrated with connected text and may need to be combined with other focused interventions.	If grade-level phonological awareness skills are demonstrated on the phonological awareness or letter identification assessment, administer a phonics assessment to determine specific target intervention goals. Benchmark Advance QPA **OR** CORE Phonics Survey

Provide Responsive Instruction

Refer to the following document to identify the approved resources and progress monitoring to be used for each literacy component requiring response at each tier of instruction.

Comprehensive Tiered Instruction Guidance (pages 55-61)

Interventions should be modified if the student is not demonstrating adequate growth. Consider adjusting pacing, intensity, strategy, learning target, and/or instructional frequency. As students progress, monitor and adjust instruction until students reach grade-level proficiency. For students receiving Tier Three intervention, use the Elementary Progress Monitoring Report to share monthly progress with families and caregivers.

Comprehensive Tiered Instruction – Data-Driven Problem-Solving

Consider Tier One Adjustments

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

Responsive instruction should occur at any time when instructional problem-solving is necessary.
Use the data-driven problem-solving guidance below for decision-making.

Initiating Problem-Solving

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

Substantial Deficiency in Reading – See *additional SDR guidance* ***and notify parents with Parent Letter & Read at Home Plan via AIP in Focus within 45 days***
o   Scores a Level 1 on the previous year's PM3 FAST/STAR Assessment
o   Retention from the prior year.
o   Scores between the 0th and 9th percentiles on the FAST/STAR Reading at any time in the year, **AND** the student is demonstrating intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring
o   Unable to complete the practice items on FAST/STAR Reading at PM 1, is prompted to take FAST/STAR Early Literacy, and scores below the 45th percentile, **AND** the student is demonstrating intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring
o   Unable to complete the practice items on FAST/STAR Reading, and is prompted to take FAST/STAR Early Literacy at PM 2 or PM 3, regardless of percentile, **AND** the student is demonstrating intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring

Readers working to improve – Notify parents if intervention is implemented with a Notice of Intervention via AIP in Focus
o   Scores between the 10th and 45th percentiles on the FAST/STAR Reading at any time in the year, **AND** the student is demonstrating intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring
o   Unable to complete the practice items on FAST/STAR Reading at PM 1, and is prompted to take Early Literacy scoring above the 45th percentile, **AND** the student is demonstrating intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring

Explicit and systematic intensive interventions, including multi-modal strategies, must be provided for all students identified as having a Substantial Deficiency in Reading. Teachers are to administer additional assessments to determine instructional needs and follow the Sarasota County Elementary Decision Trees to determine the targeted focus for interventions.

Administer Additional Assessments to Determine Instructional Need

o   Heggerty Phonological Awareness Screener
o   Mondo Oral Language Screener
o   Letter Identification

Additionally, to determine the presence of potential characteristics of dyslexia, administer the Amira Benchmark Assessment/Dyslexia Screener (after PM1 or PM2 only).

Determine the Appropriate Focus and Entry Point of Instruction			
1st Consideration		**2nd Consideration**	**3rd Consideration**
Oral Language (K-1) Though oral language is not part of Tier One Progress Monitoring for Grade 1, you may need to consider providing focused interventions in oral language if the student demonstrates oral language concerns through classroom observations and/or is below expectation on the oral language screener. Use the results to determine specific target intervention goals. These interventions should be integrated with connected text and may need to be combined with other focused interventions.	**Phonological Awareness and Letter Identification with Text Application (K-1)** Provide focused interventions if phonological awareness and/or letter naming difficulties are demonstrated on the phonological awareness or letter identification assessment. Use phonological awareness and letter identification diagnostic results to determine specific target intervention goals.	**Phonics and Print Concepts with Text Application (K-1)** If grade-level phonological awareness skills are demonstrated on the phonological awareness or letter identification assessment, administer a phonics assessment to determine specific target intervention goals. Benchmark Advance QPA **OR** CORE Phonics Survey	**Fluency with Text Application (Grade 1 only)** If grade-level phonological awareness and phonics skills are demonstrated on the phonological awareness and phonics assessments, administer the DIBELS Oral Reading Fluency Assessment to determine specific target intervention goals. Grade 1 ORF Benchmark
Provide Responsive Instruction Refer to the following document to identify the approved resources and progress monitoring to be used for each literacy component requiring response at each tier of instruction. **Comprehensive Tiered Instruction Guidance (pages 55-61)**			
Interventions should be modified if the student is not demonstrating adequate growth. Consider adjusting pacing, intensity, strategy, learning target, and/or instructional frequency. As students progress, monitor and adjust instruction until students reach grade-level proficiency. For students receiving Tier Three intervention, use the Elementary Progress Monitoring Report to share monthly progress with families and caregivers.			

Grade Two Decision Tree

Comprehensive Tiered Instruction – Data-Driven Problem-Solving

Consider Tier One Adjustments

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

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

Responsive instruction should occur at any time when instructional problem-solving is necessary.
Use the data-driven problem-solving guidance below for decision-making.

Initiating Problem-Solving

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

Substantial Deficiency in Reading – See *additional SDR guidance* ***and notify parents with Parent Letter & Read at Home Plan via AIP in Focus within 45 days***
o   Scores a Level 1 on the previous year's PM3 FAST/STAR Assessment
o   Retention from the prior year.
o   Scores between the 0th and 9th percentile on the FAST/STAR Reading at any time in the year, **AND** the student is demonstrating intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring
o   Unable to complete the practice items on FAST/STAR Reading at any time in the year

Readers working to improve – Notify parents if intervention is implemented with a Notice of Intervention via AIP in Focus
o   Scores between the 10th and 45th percentile on the FAST/STAR Reading at any time in the year, **AND** the student is demonstrating intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring

Explicit and systematic intensive interventions, including multi-modal strategies, must be provided for all students identified as having a Substantial Deficiency in Reading. Teachers are to administer additional assessments to determine instructional needs and follow the Sarasota County Elementary Decision Trees to determine the targeted focus for interventions.

Administer Additional Assessments to Determine Instructional Need

o   Grade 2 ORF Benchmark (Tier One Progress Monitoring)
o   Heggerty Phonological Awareness Screener
o   Mondo Oral Language Screener
o   CORE Phonics Survey – All parts
Additionally, to determine the presence of potential characteristics of dyslexia, administer the Amira Benchmark Assessment/Dyslexia Screener (after PM1 or PM2 only).

*Oral Language
Though oral language is not part of Tier One Progress Monitoring for Grade 2, you may need to consider providing focused interventions in oral language if the student demonstrates oral language concerns through classroom observations. Use the results of the oral language screener to determine specific target intervention goals. These interventions should be integrated with connected text and may need to be combined with other focused interventions.

Determine the Appropriate Focus and Entry Point of Instruction

Phonics with Text Application If the student had an accuracy score below 96% on the grade-level oral fluency assessment, administer a phonics assessment to determine specific target goals for intervention. Benchmark Advance QPA **OR** CORE Phonics Survey	**Fluency with Text Application** If the student reads accurately at 96% or above but demonstrates low fluency (below the 50th percentile of grade level expectation) on the oral fluency assessment. In that case, the oral reading fluency results are used to determine specific target intervention goals.
PLUS if needed	
Phonemic Awareness (PA) In addition to the determined phonics intervention, a PA goal may be needed. Administer the PA assessment to determine if an additional PA intervention is appropriate. Bridge the Gap Placement Assessment	**Vocabulary and/or Comprehension** If the student was accurate and fluent on the fluency assessment, follow Vocabulary/Comprehension interventions on the Comprehensive Tiered Instruction Guidance Document – Progress Monitoring for Comprehension/Vocabulary.

Provide Responsive Instruction
Refer to the following document to identify the approved resources and progress monitoring to be used for each literacy component requiring response at each tier of instruction.
Comprehensive Tiered Instruction Guidance (pages 55-61)

Interventions should be modified if the student is not demonstrating adequate growth. Consider adjusting pacing, intensity, strategy, learning target, and/or instructional frequency. As students progress, monitor and adjust instruction until students reach grade-level proficiency. For students receiving Tier Three intervention, use this Elementary Progress Monitoring Report to share monthly progress with families and caregivers.

Grade Three Decision Tree
Comprehensive Tiered Instruction – Data-Driven Problem-Solving

Consider Tier One Adjustments

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

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

Responsive instruction should occur at any time when instructional problem-solving is necessary.
Use the data-driven problem-solving guidance below for decision-making.

Initiating Problem-Solving

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

Substantial Deficiency in Reading – See *additional SDR guidance* ***and notify parents with Parent Letter & Read at Home Plan via AIP in Focus within 45 days***
o   Scores a Level 1 on the previous year's PM3 FAST/STAR Assessment
o   Retention from the prior year.
o   Scores between the 0th and 19th percentile on the FAST/ELA at any time in the year, **AND** the student is demonstrating intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring

Readers working to improve – Notify parents if intervention is implemented with a Notice of Intervention via AIP in Focus
o   Scores between the 20th and 45th percentile on the FAST/ELA at any time in the year, **AND** the student is demonstrating intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring

Explicit and systematic intensive interventions, including multi-modal strategies, must be provided for all students identified as having a Substantial Deficiency in Reading. Teachers are to administer additional assessments to determine instructional needs and follow the Sarasota County Elementary Decision Trees to determine the targeted focus for interventions.

Administer Additional Assessments to Determine Instructional Need

o   Grade 3 ORF Benchmark (Tier One Progress Monitoring)

Additionally, to determine the presence of potential characteristics of dyslexia, administer the Amira Benchmark Assessment/Dyslexia Screener (after PM1 or PM2 only).

*Oral Language

Though oral language is not part of Tier One Progress Monitoring for Grade 3, you may need to consider providing focused interventions in oral language if the student demonstrates oral language concerns through classroom observations. Use the results of the oral language screener to determine specific target intervention goals. These interventions should be integrated with connected text and may need to be combined with other focused interventions.

Determine the Appropriate Focus and Entry Point of Instruction

1st Consideration	2nd Consideration
Phonics with Text Application	**Fluency with Text Application**
If the student had an accuracy score below 96% on the grade-level oral fluency assessment, administer a	If the student reads accurately at 96% or above but demonstrates low fluency (below the 50th percentile of

phonics assessment to determine specific target goals for intervention. Benchmark Advance QPA **OR** CORE Phonics Survey	grade level expectation) on the oral fluency assessment. In that case, the oral reading fluency results are used to determine specific target intervention goals.
PLUS if needed **Phonemic Awareness (PA)** In addition to the determined phonics intervention, a PA goal may be needed. Administer the PA assessment to determine if an additional PA intervention is appropriate. Bridge the Gap Placement Assessment	3rd Consideration **Vocabulary and/or Comprehension** If the student was accurate and fluent on the fluency assessment, follow Vocabulary/Comprehension interventions on the Comprehensive Tiered Instruction Guidance Document – Progress Monitoring for Comprehension/Vocabulary.
Provide Responsive Instruction Refer to the following document to identify the approved resources and progress monitoring to be used for each literacy component requiring response at each tier of instruction. **Comprehensive Tiered Instruction Guidance (pages 55-61)**	
Interventions should be modified if the student is not demonstrating adequate growth. Consider adjusting pacing, intensity, strategy, learning target, and/or instructional frequency. As students progress, monitor and adjust instruction until students reach grade-level proficiency. For students receiving Tier Three intervention, use this Elementary Progress Monitoring Report to share monthly progress with families and caregivers.	

Comprehensive Tiered Instruction – Data-Driven Problem-Solving

Consider Tier One Adjustments

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

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

Responsive instruction should occur at any time when instructional problem-solving is necessary.
Use the data-driven problem-solving guidance below for decision-making.

Initiating Problem-Solving

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

Reading Deficiency – See** additional RD guidance. **Notify parents with Parent Letter & Read at Home Plan via AIP in Focus
o   Scores between the 0th and 19th percentile on the FAST/ELA at any time in the year, Scores between the 0th and 19th percentile on the FAST/ELA at any time in the year, **AND** the student is demonstrating intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring
o   Scores a level one at the end-of-year FAST/ELA from the previous year

Readers working to improve – Notify parents if intervention is implemented with a Notice of Intervention via AIP in Focus
o   Scores between the 20th and 45th percentile on the FAST/ELA at any time in the year, **AND** the student is demonstrating intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring
o   Retention
o   NOTE: Students promoted by good cause must be provided Tier Two/Supplemental Interventions and Tier Three/Intensive Interventions until adequate progress has been made

Explicit and systematic intensive interventions, including multi-modal strategies, must be provided for all students identified as having a Substantial Deficiency in Reading. Teachers are to administer additional assessments to determine instructional needs and follow the Sarasota County Elementary Decision Trees to determine the targeted focus for interventions.

Administer Additional Assessments to Determine Instructional Need

Grade 4 ORF Benchmark (Tier One Progress Monitoring)   Grade 5 ORF Benchmark (Tier One Progress Monitoring)
For students new to Sarasota County Schools or who may have newly identified challenges in reading, consider administering the Amira Benchmark Assessment/Dyslexia Screener to determine the presence of potential characteristics of dyslexia (after PM1 or PM2 only).

*Oral Language

Though oral language is not part of Tier One Progress Monitoring for Grades 4 and 5, you may need to consider providing focused interventions in oral language if the student demonstrates oral language concerns through classroom observations. Use the results of the oral language screener to determine specific target intervention goals. These interventions should be integrated with connected text and may need to be combined with other focused interventions.

Determine the Appropriate Focus and Entry Point of Instruction

1st Consideration

Phonics with Text Application

If the student had an accuracy score below 96% on the grade-level oral fluency assessment, administer a phonics assessment to determine specific target goals for intervention.

Benchmark Advance QPA **OR** CORE Phonics Survey

2nd Consideration

Fluency with Text Application

If the student reads accurately at 96% or above but demonstrates low fluency (below the 50th percentile of grade level expectation) on the oral fluency assessment. In that case, the results of oral reading fluency are used to determine specific target intervention goals.

PLUS if needed

Phonemic Awareness (PA)

In addition to the determined phonics intervention, a PA goal may be needed. Administer the PA assessment to determine if an additional PA intervention is appropriate.

Bridge the Gap Placement Assessment

3rd Consideration

Vocabulary and/or Comprehension

If the student was accurate and fluent on the fluency assessment, follow Vocabulary/Comprehension interventions on the Comprehensive Tiered Instruction Guidance Document – Progress Monitoring for Comprehension/Vocabulary.

Provide Responsive Instruction

Refer to the following document to identify the approved resources and progress monitoring to be used for each literacy component requiring response at each tier of instruction.

Comprehensive Tiered Instruction Guidance (pages 55-61)

Interventions should be modified if the student is not demonstrating adequate growth. Consider adjusting pacing, intensity, strategy, learning target, and/or instructional frequency. As students progress, monitor and adjust instruction until students reach grade-level proficiency. For students receiving Tier Three intervention, use this Elementary Progress Monitoring Report to share monthly progress with families and caregivers.

Comprehensive Tiered Instruction Guidance

The Comprehensive Tiered Instruction Guidance provides educators with a structured, data-driven approach to support responsive instruction. It outlines three tiers of instruction across key literacy domains and directs educators to resources and tools to be used. This comprehensive guidance ensures educators have a clear roadmap for providing effective, data-driven literacy instruction and intervention.

Specific Literacy Domains:

o **Oral Language**
Oral language is the expression of thoughts, ideas, and emotions verbally and to understand spoken language. It encompasses a range of skills, including vocabulary, syntax, morphology, and pragmatics.

o **Phonological Awareness**
Phonological awareness is the ability to recognize and manipulate the sounds of spoken language.

o **Phonics**
Phonics is the relationship between letters and the sounds they represent. Phonics is essential for developing decoding and encoding skills.

o **Fluency**
Fluency is the ability to read accurately with appropriate expression and pacing. Fluency involves the ability to read smoothly and is crucial for reading comprehension.

o **Comprehension/Vocabulary**
Comprehension is the ability to understand and interpret what is being read. It involves the meaning of words, sentences, and connected text relating to prior knowledge. Comprehension and vocabulary knowledge allow readers to engage deeply with texts and develop critical thinking.

Tiered Instruction:

o Tier One Core Instruction – general classroom instruction intensified as needed based on data
o Tier Two/Supplemental Intervention – additional support for students not responding adequately to the core
o Tier Three/Intensive Intervention – highly targeted support for students with the most significant needs

Assessment and Progress Monitoring:

o Various screeners and additional assessments are used to identify needs and inform instruction
o Progress monitoring tools to track progress and adjust interventions accordingly

Comprehensive Tiered Instruction Guidance At a Glance

Data and observations initiate problem-solving for responsive instruction. Data analysis from the following criteria may signal immediate responsive instruction:
- o Demonstrating intensive reading needs in Tier One Core Instruction/Tier One Progress Monitoring
- o Scoring below the 49th percentile on any state standardized reading assessment at any time in the year
- o Retention
- o Characteristics of Dyslexia

Concern	Tier One Intensified Response	Tier Two/Supplemental Intervention	Tier Three/Intensive Intervention
Oral Language Grades K–1+	Increased opportunities for collaborative conversations, retelling, and oral rehearsal before writing	Interactive read-aloud with retelling routine and rubric *Benchmark Advance - Express – emerging multilingual students *Benchmark Hello – multilingual students new to the US	Story Champs
Phonological Awareness Grades K - 5	**K–2:** Small group reteaching of skills from Heggerty **3 – 5:** Phoneme and syllable segmentation and blending practice	**K–2** - Small group differentiated Heggerty lessons (targeted skills) **3 – 5** - Heggerty Bridge the Gap	**K–2:** Benchmark Advance Targeted Intervention for PA
Phonics Grades K – 5	**K–2:** N/A **3 – 5:** **Whole Group** – *Daily* explicit phonics/word work instruction using Benchmark Advance word study resources (see Schoology slide decks) **Small Group** - Daily, differentiated, teacher-led small groups with a focus on phonics lessons (See small group frameworks for intensified ELA)	**K–2:** Additional targeted UFLI Foundations Benchmark Advance Phonics Skill Bags – Start Up, Build Up, Spiral Up **3 – 5:** Benchmark Advance Phonics Skill Bags – Start Up, Build Up, Spiral Up UFLI Foundations lessons are based on the student's area of foundational skill need	**K–2:** UF Intensive, individually or very small group, designed for the most intense needs **3 – 5:** UFLI Foundations lessons based on the student's area of foundational skill need, if not already being used
Fluency Grades 1 - 5	Increased opportunities for fluency routines and modeling/reteaching of fluency skills	**1 – 2** – N/A **3 – 5** - Benchmark Advance Targeted Intervention for Fluency	**1 – 5:** Specially designed individualized routines to target phrasing, prosody, intonation, expression, juncture, attention to punctuation, and pacing
Comprehension & Vocabulary Grades 2 - 5	**2 – 5:** **Whole Group** – Increase the use of scaffolds for accessing grade-level texts **Small Group** – N/A Gr3to5_SMALLGROUPS_T1_Intensive	**2 – 5** Scaffolding for Comprehension	**2 – 5** Explicit lessons (See FCRR Comprehension Monitoring flip flip stick) in comprehension monitoring using texts such as: o Scaffolding for Comprehension o Grade-level Topic Libraries o WWC Educator Practice Guide

** Additional guidance for responsive instruction options by domain is provided in the expanded version of the Comprehensive Tiered Instruction Guidance Document

Targeted Response Guidance for
Oral Language

Assessment Type		Criteria to Add Supplemental (Tier 2) or Intensive (Tier 3) Interventions
Screener	**Kindergarten** Every student at Mid-Year **Grade One and above** Students who teachers deem as having language proficiency challenges ****English Language Learners may benefit from these intensified instruction options as language proficiency develops.**	**Kindergarten** At Mid-Year, the student scores 0-4 on the Mondo Screener. **Grade One** The student scores below eight on the Mondo Screener at the beginning of the year. The student scores below 15 at Mid-Year and beyond on the Mondo Screener. **Grade Two and above** If the student scores below mastery (15 points) on the Mondo Screener.
Assessment to Identify Targeted Instruction		
Mondo Oral Language Screener		
	Suggested Response	
Tier One Core Instruction	**Tier Two – Supplemental Interventions**	**Tier Three – Intensified Interventions**
	Grades K - 5 Intentional use of one-to-one conversations and small group language instruction Interactive read-aloud with retelling routine and rubric Benchmark Advance - Express – emerging multilingual students Benchmark Hello – multilingual students new to the US Oral Language Strategies	**Grades K - 5** Intervention to be determined in partnership with the school-wide support team, including the SLP and ESOL Liaison Story Champs – See the Interventionist/SLP
Tier One Intensified Response		
Grades K - 5		
Tier One Resources to be used: Benchmark Advance: o Integrated ELD Support o Read-Alouds o Knowledge Building Topic Library o Reader's Theater	**Progress Monitoring Tools** Oral Language PM Probes	**Progress Monitoring Tools**
Additional Oral Language Considerations: **Students with characteristics of dyslexia** **English Language Learners**		

Targeted Response Guidance for

Phonological Awareness

Assessment Type	Administration Audience	Criteria to Add Supplemental (Tier 2) or Intensive (Tier 3) Interventions
Screener	**Kindergarten** If after i-Ready Diagnostic 2/STAR PM2, the student is Emerging K in PA and below the 20th percentile. **Grade One and above** If i-Ready diagnostic data/STAR indicates that the student is performing two levels below in Reading and/or demonstrating intensive needs in core instruction and requires further attention in Phonological Awareness.	Intervention should occur if the student falls in the Beginning range or below 80% on the Heggerty Phonological Awareness screener and has been exposed to these skills in Tier One instruction.
Assessment to Identify Targeted Instruction		
Heggerty Phonological Awareness Screener		

	Suggested Response	
Tier One Core Instruction	**Tier Two – Supplemental Interventions**	**Tier Three – Intensified Interventions**
Grades K – 2 **Whole Group** – Daily Heggerty **Grades 3 - 5** **Whole Group** – N/A	**Grades K – 2** Additional Heggerty small group lessons based on targeted skill area(s) Heggerty Guidance for Intervention Specific, color-coded, multi-modal manipulation routines Reading Rockets PA Videos	Benchmark Advance Targeted Intervention for Phonological Awareness, layered with multi-modal strategies from: Reading Rockets PA
Tier One Intensified Response	**Grades 3-5** Heggerty Bridge the Gap Intervention *Grade 2 – Bridge the Gap is intended for use after the Primary Heggerty curriculum is complete	
Grades K – 2 **Small Group** - Targeted reteaching of skills from Heggerty lessons in a small group **Grades 3 – 5** **Small Group** - Intentional practice with phoneme and syllable segmentation and blending to support decoding and encoding tasks		
Tier One Resources to be used: Heggerty	**Progress Monitoring Tools** Portions of the Heggerty screener are based on targeted skill area(s)	**Progress Monitoring Tools** Benchmark Advance Phonological Awareness Quick Checks based on targeted skill area(s)

Additional Phonological Awareness Considerations:
Phonological awareness_characterisics of dyslexia
Considerations for ELL phonological awareness
Targeted Response Guidance for

Phonics

Assessment Type		Criteria to Add Supplemental (Tier 2) or Intensive (Tier 3) Interventions
Screener **Assessment to Identify Targeted Instruction** o Benchmark Advance QPA o CORE Phonics Survey - with additional analysis and correlation to determine placement in Phonics Intervention/Scope and Sequence	**Grades K – 5** If i-Ready diagnostic data/FAST/STAR indicates that the student is performing two levels below in Reading and/or demonstrating intensive reading needs in core instruction and requires further attention in phonics.	If the student scores less than 80% on individual sections of the QPA based on grade level criteria, then intervention should occur. If the student scores less than 14/15 on the CORE Phonics survey on grade-level criteria, problem-solving should be initiated, and an instructional response should occur.

	Suggested Response	
Tier One Core Instruction	**Tier Two – Supplemental Interventions**	**Tier Three – Intensified Interventions**

Whole Group –
Daily explicit phonics instruction using UFLI Foundations
Small Group –
Differentiated teacher-led small groups with a focus on foundational skills
    Emergent Small Gr GrK1_SMALLGROUPS_T1
        Gr2_SMALLGROUPS_T1
Grades 3-5
Whole Group –
Weekly Benchmark Advance explicit phonics/words work instruction
Small Group –
Differentiated teacher-led small groups with a focus on multisyllabic encoding and decoding as needed
    Gr3to5_SMALLGROUPS_T1_General
	Grades K-2
	Benchmark Advance Phonics Skill Bags – Start Up, Build Up, Spiral Up – correlated to QPA/CORE assessment.
	
	Phonics Skill Bag Lesson Planning Template Fillable
	
	OR
	
	Additional targeted UFLI Foundations lessons based on the student's area of foundational skill need.
		Grades K-2
		UF Intensive, individually or in very small groups, is designed for the most intense needs. Provided by a trained interventionist.
		
		Tier two and three options can be amplified by including strategies aligned to multi-modal, explicit instruction, i.e., the Orton-Gillingham approach. This should include, but is not limited to, visual and auditory drills, blending, and encoding/decoding words work.

Tier One Intensified Response **Grades K – 2** **Whole Group and Small Group –** Increase the intensity and explicitness of phonics instruction and provide additional opportunities for student response **Grades 3 – 5** **Whole Group –** Increase the frequency of explicit phonics/words work instruction to daily implementation using Benchmark Advance words study resources (Schoology slide decks) **Small Group -** Differentiated teacher-led small groups with a focus on phonics/words study lessons daily, with explicit, multi-modal approaches Gr3to5_SMALLGROUPS_T1_Intensive	**Grades 3-5** Benchmark Advance Phonics Skill Bags – Start Up, Build Up, Spiral Up – correlated to QPA/CORE assessment. Phonics Skill Bag Lesson Planning template Fillable UFLI Foundations lessons are based on the student's area of foundational skill need. Connected text and accelerated teaching are key. Hand2Mind Vocabulary and Phonics Toolkit	**Grades 3-5** If not already being used in Tier Two, UFLI Foundations lessons are based on the student's area of foundational skill need. Connected text and accelerated teaching are key. UF Intensive, individually or in very small groups, is designed for the most intense needs. Provided by a trained interventionist. Additional targeted words study routines may include visual and auditory drills, blending and encoding/decoding word work, word sorts, and making and breaking big words.

Tier One Resources to be used:
UFLI Foundations (Grades K–2)
o UFLI Fluency Checks (Grades 1-2)
    UFLI-Fluency-Check-1st GR
    UFLI-Fluency-Check-2nd Gr
Benchmark Advance
Flyleaf Publishing
Magnetic Reading Foundations
Hand2Mind Vocabulary and Phonics Toolkit (Grades 3 – 5)
	Progress Monitoring Tools
	o Benchmark Advance Phonics Skill Unit Quick Checks (found in the Overview Assessment Handbook)
	o Core Phonics Probes (Parts E-L)
	  PM_Probes_CORE_E_L_Teacher
	  PM_Probes_CORE_E_L_Student
	AND
	Grade-Level ORF check (measuring transfer)
	  DIBELS PM ORF passages
		Progress Monitoring Tools
		o Benchmark Advance Phonics Skill Unit Quick Checks (found in the Overview Assessment Handbook)
		o Core Phonics Probes (Parts E-L)
		  PM_Probes_CORE_E_L_Teacher
		  PM_Probes_CORE_E_L_Student
		AND
		Grade-Level ORF check (measuring transfer)
		  DIBELS PM ORF passages

Additional Phonics Considerations:
Early decoding characteristics of dyslexia Advanced decoding characteristics of dyslexia
Considerations for ELL students early decoding Considerations for ELL students advanced decoding

Targeted Response Guidance for
Fluency

Assessment Type	Administration Audience	Criteria to Add Supplemental (Tier 2) or Intensive (Tier 3) Interventions
Screener	**Grade One and above** If i-Ready diagnostic data/FAST/STAR indicates that the student is performing two levels below in Reading and/or is demonstrating intensive needs in core instruction and requires further attention in Fluency.	Intervention should occur if the student scores below the 50th percentile of Grade Level Oral Reading Fluency Norms and has been exposed to fluency skills in Tier One instruction. ORF Norms
Assessment to Identify Targeted Instruction		
DIBELS Oral Reading Fluency Assessment Grades 1-5 ORF Benchmark passages *Note: If the accuracy rate is less than 95%, further problem-solving should occur in phonics, specifically decoding and automaticity.		

	Suggested Response	
Tier One Core Instruction	**Tier Two – Supplemental Interventions**	**Tier Three – Intensified Interventions**
Grades 1 - 5 **Whole Group** – Reteach targeted fluency routines from Benchmark Advance (Located in the back of the Teacher's Resource System) **Small Group** - Differentiated teacher-led small groups with a focus on fluency skills	**Grades 1-5** Targeted work on fluency should be engaging and interactive. Small group activities with accurately read grade-level text could include: o Reader's Theater o Repeated readings o Modeling with feedback	Specially designed individualized routines to target skills such as phrasing, prosody, intonation, expression, juncture, attention to punctuation, and pacing. *See your Literacy Interventionist for support with designing these interventions.
Tier One Intensified Response **Grades 1 - 5**	**Grades 3-5** Benchmark Advance Targeted Intervention for Fluency, layered with multi-modal strategies from Reading Rockets Fluency Practices	
Tier One Resources to be used: Benchmark Advance	**Progress Monitoring Tools** Benchmark Advance Fluency Quick Checks DIBELS PM ORF passages	**Progress Monitoring Tools** DIBELS PM ORF passages *If a student is reading **below** grade-level fluency expectations, monitor the student at their instructional level. As success occurs at the instructional level, work up to the grade-level expectation using grade-level text.
Additional Fluency Considerations: Fluency characteristics of dyslexia Considerations for ELL students fluency		

Targeted Response Guidance for

Comprehension and Vocabulary		
Assessment Type	**Administration Audience**	**Criteria to Add Supplemental (Tier 2) or Intensive (Tier 3) Interventions**
Progress Monitoring **Assessment to Identify Targeted Instruction** o i-Ready Diagnostic o Benchmark Advance Unit Assessments (2-5)	**Grades 2-5** If i-Ready diagnostic data/FAST/STAR indicates that the student is performing two levels below in Reading and/or demonstrating intensive needs in core instruction and requires further attention in Comprehension. *These students have proven to be successful in the areas of Phonological Awareness, Phonics, and/or Fluency.	**Grade 2-5** If i-Ready diagnostic data/FAST/STAR indicates that the student is performing two levels below in Reading and/or demonstrating intensive needs in core instruction, requiring further attention in Comprehension. *These students have proven to be successful in the areas of Phonological Awareness, Phonics, and/or Fluency.
Tier One Core Instruction	**Suggested Response**	
	Tier Two – Supplemental Interventions	**Tier Three – Intensified Interventions**
	Scaffolding for Comprehension Comprehension Framework Overview Tier 2 Guidance Reading Rockets Best Strategies for Comprehension Benchmark Comprehension Intervention	Concentrated comprehension monitoring with chunked strategy work, annotation, goal setting, and stamina-building o Metacognition lessons o Retelling o Summarizing FCRR Comprehension Monitoring WWC Practice Guide for Intervention flip flip stick Use these intervention strategies with any texts suggested for Tier One or Tier Two Story Champs – See the Interventionist/SLP
Tier One Intensified Response **Whole Group –** **Small Group** -		
o Accessing Complex Text ACT NOW Magnetic Reading connected to Tier One	**Progress Monitoring Tools** Magnetic Reading Unit Assessments, if not exhausted in Tier One Core Instruction. Comprehension Quick Checks	**Progress Monitoring Tools** Retell Rubric (Narrative or Nonfiction) with a grade-level passage (DIBELS PM ORF passages)

7. **Summer Reading Camps (Rule 6A-6.053(8), F.A.C.)**
   Requirements of Summer Reading Camps pursuant to s. 1008.25(8), F.S., include:

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

7a. Provide a description of the district's plan to meet each requirement for Summer Reading Camps required by s. 1008.25(8), F.S. As a reminder, instructional personnel providing services to retained third grade students, including those attending Summer Reading Camp, must be certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S.

Schedule: Summer Reading Camp will be held in June 2026. It will be a total of 24 days and will be offered from 8:30 a.m. to 1:30 p.m. (5 hours per day). Each day, students will receive instruction that is evidence-based, systematic and multisensory in all components of reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension.
Evidence-Based Instructional Materials to be used, as defined in <u>20 U.S.C. s. 7801(21)(A)(i)</u>: The curriculum resources used in Summer Reading Camp are designed to follow evidence-based, explicit, systematic, and multi-modal instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Comprehension materials will be based on the standards-aligned Magnetic Reading (MODERATE EVIDENCE), UFLI Foundations for phonemic awareness and phonics. Reader's Theater and Poetry daily mini lessons will be focused on prosody, with the strategy of repeated readings for fluency. Vocabulary materials will focus on the affix lessons from UFLI Foundations. Interactive Read aloud supports oral language development. Small group instruction will follow a framework comprised of words work practice, targeted reading skills focus with an instructional level text or i-Ready scaffolded text, and opportunities for writing in response to text read.
Alternative Assessment Used: Tier 1 Progress Monitoring data from Spring 2026 will be compared to Tier 1 Progress Monitoring end of summer data as well as i-Ready and Amira testing.

7b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a Substantial Deficiency in Reading.

Will the district implement this option? ☐Yes   ☒No
If yes, please describe the grade level(s) that will be invited to participate. N/A

Grades 6-8

8. **Grades 6-8 Assessments**

FAST				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST ELA Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 6-8 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 6-8) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
I-Ready Standards Mastery Assessments	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Study Sync Optional Unit Assessments	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
i-Ready Diagnostics	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ 2 x a Year ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Phonics for Reading Placement Test	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
				☒ As Needed ☐ Other
Phonics for Reading Unit Check-Ups	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Common Lit 360 Unit Assessments	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Diagnostic Assessment of Reading (DAR)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

9. **Describe the district's process (e.g., MTSS) for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.**

The district uses FAST data, i-Ready diagnostics, and ongoing formative/summative assessments results to identify students in need of Tier 2 and Tier 3 interventions. The district created an Assessment Scheduling Matrix/Curriculum Decision Tree with the criteria that administrators utilize to identify and place students in Tier 2/Tier 3 Intensive Reading courses. Administrators are trained in using the Secondary Decision Tree for proper student placement into intervention and are provided support as needed.

10. **Explain how the effectiveness of Tier 1 instruction is monitored.**

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

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

11. Explain how the effectiveness of Tier 2 interventions is monitored.

The effectiveness of Tier 2 interventions is monitored through data analysis of student results in common and formative assessments by school-level teams and the district's Curriculum and Instruction team. Classroom observation and walkthrough data are also gathered and analyzed by school teams and the district's Curriculum and Instruction team. The district will support and monitor implementation of Tier 2 resources by performing frequent walkthroughs and practice guidance in explicit and multisensory instructional practices, including several ongoing opportunities for professional learning to include opportunities for content area teachers to strengthen their practice on understanding the science of reading and how to support words recognition strategies.

12. Explain how the effectiveness of Tier 3 interventions is monitored.

Tier 3 interventions are monitored through Phonics for Reading Unit Check-Ins and other ongoing classroom, district, and state progress monitoring data. In addition to student progress monitoring data, walkthrough tool data will be collected, analyzed, and shared to create action plans to best serve students receiving interventions.

Grades 6-8 Decision Tree
Tier 1 (Core) Only

Beginning of Year Data
Students must meet the following criteria at the beginning of the school year: Student scored a Level 3 or above on the 2024-2025 FAST assessment PM 3 and Students score at grade level or above on the previous year's Progress Monitoring performance on i-Ready
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Students score meeting expectations or above on the following screeners and progress monitoring assessments based on the following performance criteria: **FAST** Grade 6-Level 3 or above Grade 7-Level 3 or above Grade 8-Level 3 or above **i-Ready Diagnostic Assessment** At grade level or above results on previous year's i-Ready Diagnostic assessment Grade 6- 581-608 Grade 7- 598-615 Grade 8- 609-631
What procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction? If more than 30% of a particular classroom warrants further problem solving after instruction, an intensified approach to the T1 instruction should be considered. In addition, reviewing lesson plans, walkthrough data,

collaborative PLCs, and progress monitoring data will assist with improving the effectiveness of Tier 1 instruction. Quantitative and qualitative data from the district and school levels will be collected and reviewed to determine areas of strength and focus. Areas of focus will be reviewed through the PLC collaboration to formulate next steps with responsive teaching. The Curriculum Program Specialists will support this process by formulating professional learning opportunities to support teachers.

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

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

Core Instruction
Indicate the core curriculum utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
StudySync	2021-2022

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

o Students who score below a Level 3 on the 2024-2025 FAST assessment PM 3 and/or those students scoring (1) "well below grade level" on 2024-2025 PM 1 and/or (2) "below grade level" on PM2 benchmarks and

o Students scoring two or more grade levels below on iReady on AP 2 or

o Consecutive formative assessments, such as Standards Mastery, demonstrating ongoing difficulty in grade-level benchmarks

Tier 1 Instruction + Tier 2 Interventions
Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

- o Student scores a Level 1 or Level 2 on FAST ELA and
- o Students score below grade level on the previous year's Progress Monitoring performance on i-Ready
  - Grade 6- 542-580
  - Grade 7-566-597
  - Grade 8- 583-608

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

Number of times per week interventions are provided: 2-5 times per week

Number of minutes per intervention session: 10-30 minutes

Course(s) where interventions take place: ELA and/or Intensive Reading course

Supplemental Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program		Verbiage (as needed)
Study Sync: Digital Scaffolds, Spotlight Skills, Reteach Skills	**N/A**	**Study Sync Digital Scaffolds, Spotlight Skills, and Reteach Skills** does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Provide explicit vocabulary instruction, STRONG EVIDENCE; Recommendation 2: Provide direct and explicit comprehension strategy instruction, STRONG EVIDENCE; Recommendation 4: Increase student motivation and engagement in literacy learning, MODERATE EVIDENCE. These recommendations were built into the program by offering each vocabulary term with a photo for supporting understanding, including sentence stems that are built into each text, as well as graphic organizers. The district will support and monitor implementation of this program by conducting data chats, analysis of progress

		monitoring data, and observational walkthroughs, including professional learning sessions led by Literacy coaches/Interventionists or the District Curriculum Team for professional learning.
i-Ready Toolbox: Tools for Scaffolding Comprehension	N/A	**I-Ready Tools for Scaffolding Comprehension** does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Provide explicit vocabulary instruction, STRONG EVIDENCE; Recommendation 2: Provide direct and explicit comprehension strategy instruction, STRONG EVIDENCE; Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation, MODERATE EVIDENCE; Recommendation 4: Increase student motivation and engagement in literacy learning, MODERATE EVIDENCE; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, STRONG EVIDENCE. These recommendations were built into the program by offering benchmark aligned practice for student performing one or two grade levels below. The text is shortened, and questions are geared to vocabulary, genre characteristics, and comprehension. The district will support and monitor implementation of this program by conducting data chats, analysis of progress monitoring data, and observational walkthroughs, including professional learning sessions led by Literacy coaches/Interventionists or the District Curriculum Team for professional learning.
i-Ready Toolbox: Tools for Instruction	N/A	i-**Ready Tools for Instruction** does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation 1: Build students'

		decoding skills so they can read complex multisyllabic words, STRONG EVIDENCE; Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, STRONG EVIDENCE; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of a test, STRONG EVIDENCE; Recommendation 4: Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information, MODERATE EVIDENCE. These recommendations were built into the program by utilizing and delivering differentiated small group instruction based on data. The district will support and monitor implementation of this program by conducting data chats, analysis of progress monitoring data, and observational walkthroughs, including professional learning sessions led by Literacy coaches/Interventionists or the District Curriculum Team for professional learning.
i-Ready Teacher Assigned Lessons	**N/A**	**i-Ready Teacher Assigned Lessons** does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Provide explicit vocabulary instruction, STRONG EVIDENCE; Recommendation 2: Provide direct and explicit comprehension strategy instruction, STRONG EVIDENCE; Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation, MODERATE EVIDENCE; Recommendation 4: Increase student motivation and engagement in literacy learning, MODERATE EVIDENCE; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, STRONG EVIDENCE. These recommendations were built into the program by providing an individualized lesson that is frequently monitored through data and is aligned to specific skill gaps that offer opportunities for small group support on prerequisite skills. The district will

		support and monitor implementation of this program by conducting data chats, analysis of progress monitoring data, and observational walkthroughs, including professional learning sessions led by Literacy coaches/Interventionists or the District Curriculum Team for professional learning.
CommonLit	**N/A**	**CommonLit** does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Provide explicit vocabulary instruction, STRONG EVIDENCE; Recommendation 2: Provide direct and explicit comprehension strategy instruction, STRONG EVIDENCE; Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation, MODERATE EVIDENCE; Recommendation 4: Increase student motivation and engagement in literacy learning, MODERATE EVIDENCE; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, STRONG EVIDENCE. These recommendations were built into the program by providing scaffolded and relevant text, established vocabulary routines, small group capability, embedded scaffolds and provides timely, data-driven feedback. The district will support and monitor implementation of this program by conducting data chats, analysis of progress monitoring data, and observational walkthroughs, including professional learning sessions led by Literacy coaches/Interventionists or the District Curriculum Team for professional learning.
Ready Reading Book Unit Lesson	**N/A**	**i-Ready Ready Book Unit Lesson** does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation 3: Routinely use a set of comprehension-building practices to help

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students make sense of the text, Part 3A. Build students words knowledge so they can make sense of the text, Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read, Part 3C: Teach students a routine for determine the gist of a short section of text, Part 3D. Teach students to monitor their comprehension as they read, STRONG EVIDENCE. The following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 2: Provide direct and explicit comprehension strategy instruction, STRONG EVIDENCE; Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation, MODERATE EVIDENCE; Recommendation 4: Increase student motivation and engagement in literacy learning, MODERATE EVIDENCE. These recommendations were built into the program by offering lessons that provides multiple opportunities to engage with standards while building upon prior skill knowledge using the GRR approach, enhance vocabulary instruction, provide structured discourse opportunities, and text-based writing to ultimately achieve higher comprehension. The district will support and monitor implementation of this program by conducting data chats, analysis of progress monitoring data, and observational walkthroughs, including professional learning sessions led by Literacy coaches/interventionists and/or the district curriculum team for professional learning.

Indicate the evidence-based programs and/or practices implemented for students with a disability,		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
*No resources beyond what is listed above.		
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
National Geographic Learning: Lift Content Based English	**N/A**	**Lift** does not meet strong, moderate, or promising levels of evidence; however, the

		following WWC Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities, STRONG EVIDENCE Recommendation 2: Integrate oral and written English language instruction into content-area teaching, STRONG EVIDENCE; Recommendation 3: Provide regular, structured opportunities to develop written language skills, MINIMAL EVIDENCE; Recommendation 4: Provide small-group instructional intervention to students struggling in areas of literacy and English language development, MODERATE EVIDENCE. These recommendations were built into the program by preparing multilingual learners with academic language and literacy skills they need to study cross-curricular subjects and literature from across the world aligning to FL BEST Standards. The district will support and monitor implementation of this program by conducting data chats, analysis of progress monitoring data, and observational walkthroughs, including professional learning sessions led by the district ESOL curriculum team for professional learning.

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

- o Students who score a Level 1 on the 2024-2025 FAST assessment PM 3 and/or those students scoring (1) "well below grade level" on 2024-2025 PM 1 and/or "well below grade level" on PM2 and
- o Students scoring more than two grade level below on iReady on AP 2 or
- o consecutive formative assessments, such as Standards Mastery, demonstrating ongoing difficulty in grade-level benchmarks

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
- o Student scores a Level 1 on FAST ELA and/or
- o Students score two or more grade levels below on the previous year's Progress Monitoring performance on i-Ready

           Grade 6- 496-541
           Grade 7- 542-565
           Grade 8- 566-582

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

Number of times per week interventions are provided: 3-5 times per week

Number of minutes per intervention session: 20-50 minutes per week

Course(s) where interventions take place: Intensive Reading, English Language Development (ELD), Developmental Language Arts-Reading (DLA-R)

Intensive, Individualized Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence. Add additional rows as needed.

Name of Program		Verbiage (as needed)
I-Ready Phonics for Reading	N/A	**I-Ready Phonics for Reading** does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, STRONG EVIDENCE; Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, STRONG EVIDENCE; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of a test, STRONG EVIDENCE; Recommendation 4: Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information, MODERATE EVIDENCE. These recommendations were built into the program by providing a systematic, research-driven program that supports older students in developing the decoding abilities required to read fluently and independently. The district will support and monitor implementation of this program by conducting data chats, analysis of progress monitoring data, and

		observational walkthroughs, including professional learning sessions led by literacy coaches/interventionists or the district curriculum team for professional learning.
Common Lit	**N/A**	**CommonLit** does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Provide explicit vocabulary instruction, STRONG EVIDENCE; Recommendation 2: Provide direct and explicit comprehension strategy instruction, STRONG EVIDENCE; Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation, MODERATE EVIDENCE; Recommendation 4: Increase student motivation and engagement in literacy learning, MODERATE EVIDENCE; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, STRONG EVIDENCE. These recommendations were built into the program by providing scaffolded and relevant text, established vocabulary routines, small group capability, embedded scaffolds and provides timely, data-driven feedback. The district will support and monitor implementation of this program by conducting data chats, analysis of progress monitoring data, and observational walkthroughs, including professional learning sessions led by Literacy coaches/Interventionists or the District Curriculum Team for professional learning.
Ready Reading Book Independent Practice	**N/A**	i-**Ready Ready Book Independent Practice** does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation

		3: Routinely use a set of comprehension-building practices to help students make sense of the text, Part 3A. Build students words knowledge so they can make sense of the text, Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read, Part 3C: Teach students a routine for determine the gist of a short section of text, Part 3D. Teach students to monitor their comprehension as they read, STRONG EVIDENCE. The following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 2: Provide direct and explicit comprehension strategy instruction, STRONG EVIDENCE; Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation, MODERATE EVIDENCE; Recommendation 4: Increase student motivation and engagement in literacy learning, MODERATE EVIDENCE. These recommendations were built into the program by offering lessons that provides multiple opportunities to engage with standards while building upon prior skill knowledge using the GRR approach, enhance vocabulary instruction, provide structured discourse opportunities, and text-based writing to ultimately achieve higher comprehension. The district will support and monitor implementation of this program by conducting data chats, analysis of progress monitoring data, and observational walkthroughs, including professional learning sessions led by literacy coaches/interventionists or the district curriculum team for professional learning.
CommonLit Target Lesson	**N/A**	**CommonLit Target Lessons** does meet moderate, or promising levels of evidence. The following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Provide explicit vocabulary instruction, STRONG EVIDENCE; Recommendation 2: Provide direct and explicit comprehension strategy

		instruction, STRONG EVIDENCE; Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation, MODERATE EVIDENCE; Recommendation 4: Increase student motivation and engagement in literacy learning, MODERATE EVIDENCE; Recommendation 5: These recommendations were built into the program by delivering a condensed and scaffolded lesson that is designed to engage students and build upon critical reading comprehension skills. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, STRONG EVIDENCE. The district will support and monitor implementation of this program by conducting data chats, analysis of progress monitoring data, and observational walkthroughs, including professional learning sessions led by literacy coaches/interventionists or the district curriculum team for professional learning.
i-Ready Reading Fluency Practice	**N/A**	**i-Ready Reading Fluency Practice** does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, STRONG EVIDENCE; Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly; STRONG EVIDENCE. These recommendations were built into the program by helping determine a student's oral reading fluency proficiency, progress, and individual instruction needs. The district will support and monitor implementation of this program by conducting data chats, analysis of progress monitoring data, and observational walkthroughs, including professional learning sessions led by literacy coaches/interventionists or the district curriculum team for professional learning.
i-Ready Tools for Instruction	**N/A**	**i-Ready Tools for Instruction** does not meet strong, moderate, or promising levels

		of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, STRONG EVIDENCE; Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, STRONG EVIDENCE; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of a test, STRONG EVIDENCE; Recommendation 4: Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information, MODERATE EVIDENCE. These recommendations were built into the program by utilizing and delivering differentiated small group instruction based on data. The district will support and monitor implementation of this program by conducting data chats, and observational walkthroughs, including professional learning sessions led by literacy coaches/interventionists or the district curriculum team for professional learning.
i-Ready Literacy Tasks	**N/A**	**i-Ready Literacy Tasks** does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, STRONG EVIDENCE; Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, STRONG EVIDENCE. These recommendations were built into the program by helping determine a student's oral reading fluency proficiency, progress, and individual instruction needs. The district will support and monitor implementation of this program by conducting data chats, and observational walkthroughs, including professional learning sessions led by literacy coaches/interventionists or the district curriculum team for professional learning.

| i-Ready Tools for Scaffolding Comprehension Instruction | N/A | I-Ready Tools for Scaffolding Comprehension does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Provide explicit vocabulary instruction, STRONG EVIDENCE; Recommendation 2: Provide direct and explicit comprehension strategy instruction, STRONG EVIDENCE; Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation, MODERATE EVIDENCE; Recommendation 4: Increase student motivation and engagement in literacy learning, MODERATE EVIDENCE; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, STRONG EVIDENCE. These recommendations were built into the program by offering benchmark aligned practice for student performing one or two grade levels below. The text is shortened, and questions are geared to vocabulary, genre characteristics, and comprehension. The district will support and monitor implementation of this program by conducting data chats, analysis of progress monitoring data, and observational walkthroughs, including professional learning sessions led by literacy coaches/interventionists or the district curriculum team for professional learning. |
| UFLI Foundations | NA | UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation 1: Building students' decoding skills so they can read complex multisyllabic words, STRONG EVIDENCE; Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, STRONG EVIDENCE; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, STRONG |

		EVIDENCE. These recommendations were built into the program by teaching students to recognize and manipulate segments of sounds in speech, using words-building relationships to link students' knowledge of letter-sound relationships with phonemic awareness, teach students to blend letter sounds and sound-spelling patterns from left to right within a words to produce a recognizable pronunciation, having students read decodable words in isolation and in text, teach regular and irregular high-frequency words so that students can recognize them efficiently, and teach students to self-monitor their understanding of the text and to self-correct words-reading errors. The district will support and monitor implementation of this program by conducting data chats, analysis of progress monitoring data, and observational walkthroughs, including professional learning sessions led by literacy coaches/interventionists or the district curriculum team for professional learning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program		**Verbiage (as needed)**
I-Ready Phonics for Reading Teacher Toolbox	N/A	**I-Ready Phonics for Reading Teacher Toolbox** does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, STRONG EVIDENCE; Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, STRONG EVIDENCE; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of a test, STRONG EVIDENCE; Recommendation 4: Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information, MODERATE EVIDENCE. These recommendations were

		built into the program by providing a systematic, research-driven program that supports older students in developing the decoding abilities required to read fluently and independently. The district will support and monitor implementation of this program by conducting data chats, analysis of progress monitoring data, and observational walkthroughs, including professional learning sessions led by literacy coaches/interventionists or the district curriculum team for professional learning.
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia English Language Development	**N/A**	**Lexia English** does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities, STRONG EVIDENCE; Recommendation 2: Integrate oral and written English language instruction into content-area teaching, STRONG EVIDENCE Recommendation 3: Provide regular, structured opportunities to develop written language skills, MINIMAL EVIDENCE; Recommendation 4: Provide small-group instructional intervention to students struggling in areas of literacy and English language development, MODERATE EVIDENCE. These recommendations were built into the program by aligning to the WIDA Standards and integrating speaking, listening, and grammar to help English Learners acquire higher language proficiency levels of English that will support literacy skills. The district will support and monitor implementation of this program by conducting data chats, analysis of progress monitoring data, and observational walkthroughs, including professional learning sessions led by the district ESOL curriculum team for professional learning.
I-Ready Phonics for Reading Teacher Toolbox	**N/A**	**I-Ready Phonics for Reading Teacher Toolbox** does not meet strong, moderate,

		or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, STRONG EVIDENCE; Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, STRONG EVIDENCE; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of a test, STRONG EVIDENCE; Recommendation 4: Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information, MODERATE EVIDENCE. These recommendations were built into the program by providing a systematic, research-driven program that supports older students in developing the decoding abilities required to read fluently and independently. The district will support and monitor implementation of this program by conducting data chats, analysis of progress monitoring data, and observational walkthroughs, including professional learning sessions led by literacy coaches/interventionists or the district curriculum team for professional learning.

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

The Secondary Curriculum Directors, Curriculum Program Specialists, Literacy Leadership Teams, Literacy and Data Coaches, SWST teams, grade level teams, support staff, and individual teachers will be responsible for the fidelity and effectiveness of the interventions. Through PLCs and SWST meetings, the effectiveness of Tier 3 interventions will continue to be evaluated and altered, depending on the data and student responses. Professional Learning is offered to teachers for continuous support in the progress-solving process of Tier 1-Tier 3 instruction, ensuring that research-based interventions are occurring and aligned with the benchmarks. Ongoing coaching support will be provided to ensure the fidelity of the Phonics for Reading intervention program is implemented with fidelity. Once a month, Literacy Interventionists and Literacy Coaches will meet with the ELA and IR Program Specialists to review progress monitoring assessment data and identify areas of support needed.

Grades 9-12

13. **Grades 9-12 Assessments**

FAST				
Name of the Assessment	**Target Audience (Grades 9-12)**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST ELA Reading	☒ Grade 9 ☒ Grade 10	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 9-12 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 9-12) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Savvas My Perspectives Unit Assessments	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
My Perspectives FAST Test Prep	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
My Perspectives BOY, MOY, EOY Assessments	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Common Curriculum Assessments	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 9-12) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
				☐ Other
Locally-Developed End of Course	☐ Grade 9 ☐ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other
Read 180 Reading Inventory (NWEA Map Assessment)	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Read 180 Phonemic Inventory	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Read Code Assessment	☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ Select Students All FAST PM3 Level 1 students scoring Level 1 for 3 consecutive years and scoring below 600L on Reading Inventory	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Read 180 Code Baseline Scan	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☐ All Students ☒ Select Students All FAST PM3 Level 1 Students scoring Level 1 for 3 consecutive years and scoring below 600L on Reading Inventory	☐ Vocabulary ☒ Comprehension		☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Read 180 Oral Fluency	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other For students as needed
SAT/ACT/CLT/CLT10	☐ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Chalk Talk	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other

14. **Describe the district's process (e.g., MTSS) for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.**

The Secondary Decision Tree is designed in alignment with the Simple View of Reading, which emphasizes the interaction between word recognition and language comprehension. The first data point considered for secondary literacy placement is the Florida Assessment of Student Thinking (FAST).

Tier 1 Instruction:

Students who score Level 3 or higher on FAST have their literacy needs addressed through high-quality Tier 1 English Language Arts instruction.

English Language Learners:

WIDA Screener and WIDA

Tier 2

Level 2 on FAST (PM1, PM2, or PM3), below average performance on teacher created formative assessments, teacher anecdotal notes, myPerspectives Unit Assessments for all grades and District implemented CCAs for 9th and 10th grades

Tier 3

Placement in Reading Intervention Based on Diagnostic Results:

Students who score a Level 1 for three consecutive years on FAST PM 3 will receive Tier 3 interventions through an Intensive Reading course. Other data points include NWEA Map Growth Assessment, Read 180 Phonics Inventory, Read 180 Code Placement Assessment, Read 180 Code Baseline Scan, and Oral Fluency

Students with IEPs or Limited Response to Intervention:

Students with an Individualized Education Plan (IEP) or those who demonstrate a poor or questionable response to Tier 3 intervention are administered the FAIR Tool Kit. Their results are reviewed to determine appropriate next steps and individualized supports.

15. **Explain how the effectiveness of Tier 1 instruction is monitored.**

To ensure that Tier 1 instruction is meeting the needs of learners (typically 80% or more), its effectiveness is monitored through the following processes:

Progress Monitoring Data:
   o   FAST results are examined after each test administration.
   o   The percentage of students meeting benchmark expectations is analyzed. If fewer than 80% of students are on track, Tier 1 instruction may require refinement.

Common Curriculum-Based Assessments:
   o   Periodic, standards-aligned assessments are administered district-wide to assess student mastery of content.
   o   Assessment results are disaggregated by standards to identify areas of instruction where responsive teaching may be required.

Classroom Walkthroughs and Observations:
   o   Administrators and curriculum specialists conduct observations using consistent tools aligned to research-based instructional practices.

o Data from these observations inform professional learning and coaching priorities.

Data Review and Collaborative Planning:
- o School-based teams (including ELA teachers, Literacy Coaches, and administrators) engage in regular data chats.
- o Student work samples, assessment data, and formative checks are reviewed to determine instructional effectiveness and need for responsive teaching.
- o Literacy Coach Support
- o Literacy Coaches support teachers in analyzing Tier 1 data, modeling lessons, and co-planning to ensure instruction is aligned to grade-level Standards and meets the appropriate level of rigor.
- o They also monitor the progress of students who are not receiving intervention but may be at risk, ensuring timely instructional responses.

Student Growth Trends:
- o Patterns in student growth over time, both within and across grade levels, are examined to determine if Tier 1 instruction is producing adequate academic progress.

16. **Explain how the effectiveness of Tier 2 interventions is monitored.**

The effectiveness of Tier 2 interventions is monitored through data analysis of student results in common and formative assessments by school level teams, and the district's Curriculum and Instruction team. Classroom observation and walkthrough data is also gathered and analyzed by school teams and the district's Curriculum and Instruction team. The district will support and monitor implementation of this program by performing frequent walkthroughs and practice guidance in explicit and multisensory instructional practices, including several ongoing opportunities for professional learning to include opportunities for content area teachers to strengthen their practice on understanding the science of reading and how to support words recognition strategies.

17. **Explain how the effectiveness of Tier 3 interventions is monitored.**

Tier 3 interventions are monitored through the following tools in Read 180: Reading and Phonics Inventories as well as Interim and End of Workshop assessments. The data generated from the Zone and Independent Reading quizzes is also analyzed to monitor effectiveness. Writing and oral fluency are monitored twice a quarter.

Grades 9-12 Decision Tree
Tier 1 (Core) Only
Beginning of Year Data
Students must meet the following criteria at the beginning of the school year: For 9th – 11th grades, students meet or exceed the grade level expectations (Level 3 or above) on the previous year's FAST ELA reading PM 3 assessments. For 12th grade, student grades and LEOC scores in the previous year are included. Student academic performance as demonstrated by course grades and BOY assessments to measure student ability/skillset.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Students score meeting expectations or above on the following screeners and progress monitoring assessments based on the following performance criteria. **FAST** Grades 9 – Level 3 or above Grades 10 – Level 3 or above

Grades 11-12 – SAVVAS myPerspectives Unit Assessments and End of Course Assessments

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?

Analysis of reading data, lesson plans, PLC visits, and classroom walkthroughs help to identify and improve the effectiveness of the Tier 1 curriculum and instruction. Quantitative and qualitative data (both teacher created and district created) is gathered and analyzed to identify trends. Areas of weakness will be reviewed by the curriculum team and will be used to formulate a professional learning opportunity to address the areas of concern.

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

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

Core Instruction
Indicate the core curriculum utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
SAVVAS-my Perspectives	**2021-2022**

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

• Students who show negative or stagnant growth between PM1 and PM2 FAST assessments will have Tier 2 interventions added into their ELA course.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
9th Grade: Students scoring a Level 1 or a Level 2 on the previous year's FAST ELA PM 3
10th Grade: Students scoring a Level 1 or a Level 2 on the previous year's FAST ELA PM 3
11th and 12th Grade: Students not meeting concordant score and performing below average on unit assessments
Negative growth is used to determine the addition of Tier 2. Negative growth is defined as a student who scores lower on a later assessment than on a baseline (e.g., FAST PM3>PM1/PM2.
Stagnant growth is also used to determine the addition of Tier 2. Stagnant growth is defined as student scores that remain flat across progress monitoring windows with no statistically significant change.
Performance criteria include the following:
Selection and Unit Assessments
Formative Assessments
Gradebook Trends
Successful attainment of concordant scores

Number of times per week interventions are provided: 3 x per week

Number of minutes per intervention session: 10-30 minutes

Course(s) where interventions take place:

Tier 2 interventions take place in the general education, grade level classroom through the following:

Strategic small group instruction

Targeted mini-lesson

Scaffolded reading supports

Academic Vocabulary & Language Development

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

Supplemental Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program		**Verbiage (as needed)**
SAVVAS-myPerspectives	N/A	**SAVVAS myPerspectives** offers accessible leveled texts, graphic organizers to support comprehension, and supplemental grammar and vocabulary interventions that support targeted interventions to meet the needs of Tier 2 students. **myPerspectives** does not meet strong, moderate, or promising levels of evidence; however, the *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, STRONG EVIDENCE; Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, STRONG EVIDENCE; Recommendation 3: Routinely use a set of comprehension-building practices toto help students make sense of the text, STRONG EVIDENCE; Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e. challenging text) that will expose them to complex ideas and information, PROMISING EVIDENCE. These recommendations were built into the program by explicit, systematic instruction that features best practice vocabulary routines that emphasize an integrated approach to context clues and morphemic analysis of vocabulary, which supports the B.E.S.T. Standards as well as integrated listening and speaking activities and

		includes close reads to increase student comprehension through analysis of words study, textual analysis, author's craft, and research and writing routines. The district will support and monitor implementation of this program by conducting data chats, analysis of Tier 1 Progress Monitoring Data, observational walkthroughs, including professional learning sessions initially provided by the publisher, and now annually provided by ELA Program Specialists and Literacy Coaches.

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

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
*No resources beyond what is listed above.	NA	

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
*No resources beyond what is listed above.	NA	

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

Stagnant or declining performance on progress monitoring will result in the consideration of additional support.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

Students who meet the following criteria at the beginning of the school year:

9th Grade: Level 1 on the 2025 FAST ELA PM 3
10th Grade: Level 1 on the 2025 FAST ELA PM 3
11th and 12thGrade: not meeting concordant score

Students score a FAST PM3 Achievement Level 1 for 3 or more consecutive years and/or a Lexile measure below 600L receive intensive reading interventions.

Other data points include gradebook trends, performance in on-grade level English, formative assessments and teacher anecdotal notes, myPerspectives unit assessments, and scores on CCAs

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

Number of times per week interventions are provided: 4-5 times per week

Number of minutes per intervention session: 20-30 minutes per session

Course(s) where interventions take place: Intensive Reading, Developmental Language Arts-Reading

Intensive, Individualized Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180	**STRONG**	**Read 180** meets ESSA ratings as "STRONG EVIDENCE." Read 180 Comprehension differentiates to support all five pillars of reading by providing 1:1 reading tutoring by providing flexible and adaptive instructional resource, oral reading fluency practice and assessments, writing practice and assessments, and reading skills practice and assessment and dyslexia risk screening with embedded micro-interventions rooted in the science of reading to help students build critical foundational skills. Instruction includes but is not limited to use of Resources for Differentiated Instruction to provide support, extension, and language skills development, and Meeting Individual Needs tools for beginning readers, English Learners, and Standard Classroom English. The district will support and monitor implementation of this program by conducting data chats, analysis of Progress Monitoring Data based on subgroups, and observational walkthroughs, including professional learning sessions led by Literacy Interventionists at each school.

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

Students with Disabilities

Name of Program		Verbiage (as needed)
Read 180 Comprehension	**STRONG**	**Read 180 Comprehension** meets ESSA ratings as "STRONG EVIDENCE." Read 180 Comprehension differentiates to support all five pillars of reading by providing 1:1 reading tutoring by providing flexible and adaptive instructional resource, oral reading fluency practice and assessments, writing practice and assessments, and reading skills practice and assessment and dyslexia risk screening with embedded micro-interventions rooted in the science of reading to help students build critical foundational skills. Instruction includes but is not limited to use of Resources for Differentiated Instruction to

Name of Program	ESSA Evidence Level	Verbiage (as needed)
		provide support, extension, and language skills development, and Meeting Individual Needs tools for beginning readers, English Learners, and Standard Classroom English. The district will support and monitor implementation of this program by conducting data chats, analysis of Progress Monitoring Data based on subgroups, and observational walkthroughs, including professional learning sessions led by Literacy Interventionists at each school.
Read 180 Code	**STRONG**	**Read 180 Code** meets ESSA ratings as "STRONG EVIDENCE." Read 180 Comprehension differentiates to support all five pillars of reading by providing 1:1 reading tutoring by providing flexible and adaptive instructional resource, oral reading fluency practice and assessments, writing practice and assessments, and reading skills practice and assessment and dyslexia risk screening with embedded micro-interventions rooted in the science of reading to help students build critical foundational skills. Instruction includes but is not limited to use of Resources for Differentiated Instruction to provide support, extension, and language skills development, and Meeting Individual Needs tools for beginning readers, English Learners, and Standard Classroom English. The district will support and monitor implementation of this program by conducting data chats, analysis of Progress Monitoring Data based on subgroups, and observational walkthroughs, including professional learning sessions led
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia English	**N/A**	**Lexia English** does not meet strong, moderate, or promising levels of evidence; however, the *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* WWC Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities, STRONG EVIDENCE; Recommendation 2: Integrate oral and written English language instruction into content-area teaching, STRONG EVIDENCE Recommendation 3: Provide regular, structured opportunities to develop written language skills, MINIMAL EVIDENCE;

		Recommendation 4: Provide small-group instructional intervention to students struggling in areas of literacy and English language development, MODERATE EVIDENCE. Lexia is aligned to the WIDA Standards and integrates speaking, listening, and grammar to help English Learners acquire higher language proficiency levels of English that will support literacy skills. The district will support and monitor implementation of this program by conducting data chats, analysis of progress monitoring data, and observational walkthroughs, including professional learning sessions led by the district ESOL curriculum team.
Cengage Time Zones	**N/A**	**Cengage Time Zones** does not meet strong, moderate, or promising levels of evidence; however, the *improving Adolescent Literacy: Effective Classroom and Intervention Practices* WWC Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities, STRONG EVIDENCE; Recommendation 2: Integrate oral and written English language instruction into content-area teaching, STRONG EVIDENCE Recommendation 3: Provide regular, structured opportunities to develop written language skills, MINIMAL EVIDENCE; Recommendation 4: Provide small-group instructional intervention to students struggling in areas of literacy and English language development, MODERATE EVIDENCE. Lexia is aligned to the WIDA Standards and integrates speaking, listening, and grammar to help English Learners acquire higher language proficiency levels of English that will support literacy skills. The district will support and monitor implementation of this program by conducting data chats, analysis of progress monitoring data, and observational walkthroughs, including professional learning sessions led by the district ESOL curriculum team.

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?
Teachers will receive professional learning and on-going support to ensure that READ 180 Comprehension

and Code are being implemented with fidelity. Progress monitoring assessments will be conducted at the end of every nine weeks to ensure that all students are evaluated continuously and receive the differentiated instruction that they require. To ensure fidelity with instruction and curriculum teachers will work in partnership with Literacy Coaches and Curriculum Specialist Team.

5) Professional Learning (Rule 6A-6.053(9)(b)3.f.—j., F.A.C.)

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

- Provide professional learning required by ss. 1012.585(3)(f) and 1012.98(5)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, words study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

Provide the Name of Professional Learning, Target Audience and Description. Add additional rows as needed.

Name of Professional Learning	Target Audience	Description
Pre-K		
Developmentally Appropriate Practices in Inclusive Pre-K Settings	Pre-K Educators	BEESS PL Portal - FLDOE vetted and approved. This course provides early childhood educators with information and instructional practices that support young children with special needs in preschool learning environments. Participants will be provided with research and evidence-based information regarding the benefits and positive impact that preschool opportunities have on children's development of skills across domains (i.e., social, adaptive, communication, motor, and cognitive).
Child Outcome Summary Process	Pre-K Educators	BEESS PL Portal - FLDOE vetted and approved. This course provides staff working with Pre-K children, information that will assist them in developing classroom lessons, activities, and supports, based both on standards and individualized interventions, to increase outcomes for all Pre-K children.
Evaluation and Assessment in Prekindergarten	Pre-K Educators	BEESS PL Portal - FLDOE vetted and approved. This course provides information about early childhood evaluation for educational decision-making during the crucial years of development. It also outlines the evaluation processes associated with both the Code of Federal Regulations (CFR) and the Florida Administrative Code (F.A.C.).
Increasing Outcomes for all Pre-K Children	Pre-K Educators	BEESS PL Portal - FLDOE vetted and approved. This course provides staff working with Pre-K children, information that will assist them in developing classroom lessons, activities, and supports, based both on standards and

		individualized interventions, to increase outcomes for all Pre-K children.
Strategies to Support Pre-K Activities and Routines	Pre-K Educators	BEESS PL Portal - FLDOE vetted and approved. This course focuses on the interrelatedness of skills in developmental domains, along with suggestions for observing, planning, and implementing supports for all children in Pre-K. It provides an overview of developmental skills and milestones as they relate to children's participation in pre-kindergarten classrooms.
Effective Teaching Practices for Students with Disabilities	Pre-K Educators	BEESS PL Portal - FLDOE vetted and approved. This course provides educators with instructional practices for students with disabilities. Responsiveness to students' needs is addressed with emphasis on providing strategic interventions within a supportive learning environment.
Positive Behavior Interventions and support and the Classroom	Pre-K Educators	BEESS PL Portal - FLDOE vetted and approved. This course provides an overview of Tier 1 PBIS systems with a focus on effective classroom PBIS systems and describes the problem-solving process and how it's used to design classroom PBIS systems that are responsive to students and teachers within each classroom. The course reviews foundational information regarding best practices for classroom behavioral systems and provides participants with an opportunity to practice each step of the problem-solving process using case study data.
ESE Foundations Content Review	Pre-K Educators	BEESS PL Portal - FLDOE vetted and approved. This course has been designed to help you build your understanding of the services that make up Exceptional Student Education (ESE) and the history of how they came to exist. From topics such as founding pioneers and landmark legislation to defining categories and determining ESE services and supports, the learning activities and assessment tasks will allow you to build a solid understanding of the Foundations of ESE.
Pre-K Disabilities Endorsement Modules	Pre-K Educators	BEESS PL Portal - FLDOE vetted and approved. The Bureau of Exceptional Education and Student Services has developed a set of modules that school districts may use to create a district add-on endorsement program in Prekindergarten Disabilities. The district add-on endorsement is designed for teachers who currently hold certification in primary education, elementary education (K-6), early childhood education, or any exceptional student education Florida educator certificate.
Brigance Inventory of Early Development III Standardized	New Pre-K Educators and Speech/Language Pathologists	This course provides PL aligned with how to implement Brigance, scoring and converting the scores into standardized scores as well as how to utilize the information to plan for instruction.

Pre-Services Training	Pre-K Educators	This course provides training on child development and learning in context; developmentally culturally, and linguistically appropriate teaching strategies, child observation, documentation, and assessment, content knowledge in early childhood curriculum, professionalism as an early childhood education, embedded instructional strategies in developmental domains; engagement and responsiveness; differentiated instruction, visual supports.
Florida Early Learning Developmental Standards	Pre-K Educators	This course is designed to provide an overview of the Florida Early Learning and Developmental Standards, including a developmental progression and what a child should know and be able to do at the end of an age-related timeframe.
Technical Assistance and Training System (TATS) Rock Your Classroom Series	Pre-K Educators	The TATS is a statewide Florida project that supports programs serving prekindergarten children with disabilities by providing training and technical assistance. The primary recipients of services are the coordinators for programs serving prekindergarten children with disabilities in each of Florida's 67 school districts. The project is based at the University of Central Florida, with field staff working to carry out the TATS mission throughout the state. Facilitators based at each of the nine Professional Development Partnerships (PDP) provide direct services to the districts within their region. A transition consultant provides statewide TA and training on the transition process as part of Florida's Transition Project, a project within TATS. Purpose: To develop a coordinated technical assistance and training system to respond to district needs for technical support in providing services to prekindergarten children with disabilities and their families. This site has many information links, including some of the following: curriculum, inclusion, program effectiveness, and family involvement.
TATS—Early Communication Development	Pre-K Educators	This Technical Assistance and Training System (TATS) offers several resources focusing on early communication development, including communication and language, and early communication development and Down Syndrome.
TATS—IT All Starts with A Plan	Pre-K Educators	This state-wide project emphasizes planning as a core aspect of its mission to support programs for prekindergarten children with disabilities. Their purpose involves developing a coordinated system to respond to district needs for technical support.
Curriculum Series—Diving Deeper	Pre-K Educators	This course provides child development and learning in context; child observation, documentation, and assessment;

		developmentally, culturally, and linguistically appropriate teaching strategies, content knowledge in early childhood curriculum, professionalism as an Early Childhood Educator.
Pre-K ESE Cohorts	Pre-K Educators	This course provides an emphasis on developmentally, culturally, and linguistically appropriate teaching strategies, content knowledge in early childhood curriculum, visual supports, daily schedules, individual schedules, vocabulary, book-picture cards, individual task boxes & workstations, using curriculum resources for early intervention.
Pre-K Teacher Cross-District Collaboration	Pre-K Educators	This course provides an emphasis on child development and learning in context; developmentally, culturally, and linguistically appropriate teaching strategies, content knowledge in early childhood curriculum, professionalism as an early childhood educator: grants writing, setting up literacy stations, using technology as an instructional tool for early learning, scaffolding, science of reading.
VPK Teacher Cohorts—PL Series	Pre-K Educators	This course provides an emphasis on health, safety, and nutrition, child development and learning in context; family and community partnerships; child observation, documentation, and assessment; developmentally, culturally, and linguistically appropriate teaching strategies, content knowledge in early childhood curriculum, professionalism as an early childhood educator: CLASS, FAST/STAR VPK Activities and lesson planning, parent and family engagement, Pre-K to Kindergarten FELDS crosswalks, transitioning to Kindergarten.
Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten (VFSP or SPC3TK)	VPK Teachers and Pre-K Educators	Training and Credentialing - Florida DCF (myflfamilies.com) This training is based on the newly revised Florida Early Learning and Developmental Standards and provides an overview of the standards used in preschool classrooms serving children ages 3 years old to kindergarten entry. This training meets the lead VPK instructor training requirements and incorporates the standards approved for use in VPK programs. Examples of developmentally appropriate instructional strategies for preschool-age children are provided throughout the training, along with information about purposeful planning, reflective practice, and qualities of an effective educator.
Emergent Literacy for VPK Instructors	VPK Teachers (meet 15-Hour Option	Training and Credentialing - Florida DCF (myflfamilies.com)

	requirements) & All Pre-K Educators	This course is recommended for all VPK instructors and directors. It is required for all VPK instructors with a Child Development Associate (CDA) or Florida Child Care Professional Certificate (FCCPC), consistent with section 1002.55, (3)(c)2, Florida Statutes. The goal of the 5-hour course is to provide participants with background information on emergent literacy and demonstrate instructional practices that can be used in VPK classrooms.
Language and Vocabulary in the VPK Classroom	VPK Teachers (meet 15-Hour Option requirements) & All Pre-K Educators	Training and Credentialing - Florida DCF (myflfamilies.com) This course is appropriate for VPK instructors, assistants, and directors and provides instructional strategies for increasing language and vocabulary with young children. There are videos of VPK instructors implementing the strategies with children, as well as activities and resources to support teachers as they begin to use the language and vocabulary strategies in their own classrooms.
Phonological Awareness Development for Preschoolers	VPK Teachers (meet 15-Hour Option requirements) & All Pre-K Educators	Training and Credentialing - Florida DCF (myflfamilies.com) This training is appropriate for preschool educators and directors and is open to all. Participants will have an opportunity to participate in hands-on activities supporting developmentally appropriate instruction in phonological awareness, as well as explore the phonological awareness stages of development. The training is designed to complement the initial training, Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten and the Emergent Literacy for VPK Instructors online course.
Dialogic Reading: Language and Vocabulary Development for Preschoolers	VPK Teachers (meet 15-Hour Option requirements) & All Pre-K Educators	Training and Credentialing - Florida DCF (myflfamilies.com) This course is appropriate for VPK instructors, assistants, and directors and provides instructional strategies for increasing language and vocabulary with young children. There are videos of VPK instructors implementing the strategies with children, as well as activities and resources to support teachers as they begin to use the language and vocabulary strategies in their own classrooms.
Building a Strong Foundation for Emergent Literacy	VPK Teachers (meet 15-Hour Option requirements) & All Pre-K Educators	Training and Credentialing - Florida DCF (myflfamilies.com) This instructor-led course provides foundational content focused on emergent literacy skills and instruction. This course is most appropriate for directors, new VPK instructors, and/or preschool instructors who are new to early childhood education. Participants will learn about the importance of developmentally appropriate

		practices to support children as they develop emergent literacy skills (alphabet and print knowledge, language and vocabulary, phonological awareness, and emergent writing).
Scaffolding and Think, Show, Tell, Talk: Language and Vocabulary Development for Preschoolers	VPK Teachers (meet 15-Hour Option requirements) & All Pre-K Educators	Training and Credentialing - Florida DCF (myflfamilies.com) This course is appropriate for VPK instructors, assistants, and directors and provides instructional strategies for increasing language and vocabulary with young children. There are videos of VPK instructors implementing the strategies with children, as well as activities and resources to support teachers as they begin to use the language and vocabulary strategies in their own classrooms.
Book Embedded Vocabulary Instruction: Language and Vocabulary Development for Preschoolers	VPK Teachers (meet 15-Hour Option requirements) & All Pre-K Educators	Training and Credentialing - Florida DCF (myflfamilies.com) This course is appropriate for VPK instructors, assistants, and directors and provides instructional strategies for increasing language and vocabulary with young children. There are videos of VPK instructors implementing the strategies with children, as well as activities and resources to support teachers as they begin to use the language and vocabulary strategies in their own classrooms.
Competency 1 of the Florida Reading Endorsement	VPK Teachers (meet 15-Hour Option requirements) & All Pre-K Educators	FLDOE District Approved Course Competency 1 encompasses the reading process with a focus on developing emergent literacy skills and progressing through the phases of word reading, resulting in comprehension as the final outcome. Teachers will develop a substantive understanding of six components of reading as a process: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.
K-12		
Science of Reading: An Introduction	K-12 instructional staff	BEESS PL Portal - FLDOE vetted and approved. This introductory course provides information about the science of reading, how the reading brain develops, the importance of word recognition and language comprehension, and practical ways to incorporate the principles of the science of reading into instruction.
Reading Difficulties, Disabilities, and Dyslexia	K-12 instructional staff	BEESS PL Portal - FLDOE vetted and approved. This course provides information for K-12 general education and ESE teachers of students who face challenges with the mastery of reading skills. It clarifies the difference between various types of reading challenges and disabilities, including dyslexia. It provides information on assessment, data-based decision making, and how teachers use those data to select appropriate interventions matched with student needs. The course also includes information about multisensory and structured

		literacy approaches to instruction and other learning supports that can be implemented to ensure students' access to standards-based content.
Structured Literacy through a Multi-Sensory Approach	K-12 instructional staff	BEESS PL Portal - FLDOE vetted and approved. This course takes a deeper dive into structured literacy and multisensory approaches to instruction for all students and particularly for students with reading challenges.
Literacy Micro-Credential (UF Lastinger Center for Learning)	Pre K-12 Instructional Staff	UF Lastinger Center for Learning, This course offers to equip participants with the ability to: identify literacy difficulties and determine appropriate interventions, apply evidence-based practices, and effectively use progress monitoring and intervention materials.
Any of the Five Reading Endorsement Competency courses	K-12 educators and coaches as a pathway to Reading Endorsement	UF Literacy Institute This course offers an online professional learning system based on the Science of Reading and prepares teachers to effectively teach reading, diagnose reading issues, and intervene appropriately using research-based strategies.
Differentiating Reading Instruction	K-12 Instructional Staff	Florida Diagnostic and Learning Resources (FDLRS) The focus of this course will be to provide an opportunity for participants to acquire a broad knowledge of students from differing profiles to understand and apply research-based instructional practices by differentiating process, product, and context. Teachers will engage in the systematic problem-solving process. Developed by the Florida DOE (BEESS) as a combined group and online learning experience, this course is designed to provide a professional development opportunity for educators working with students experiencing reading difficulties, especially those with significant and persistent difficulties, including students with identified disabilities or students who are English Language Learners.
Introduction to the Science of Reading	K-12 teachers and administrators	This course is designed for K-12 teachers and administrators to learn about the Science of Reading and how the research behind reading drives instruction.
Science of Reading: 6 Components of Reading	K-12 teachers and administrators	This course is designed for K-12 teachers and administrators to dive into essential reading skills (components) that every high-quality literacy program must have: Oral Language Development, Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.
Science of Reading: Practice Profiles	K-12 teachers and administrators	This course is designed for K-12 teachers and administrators to explore Florida's Formula for Reading Success and the FLDOE's five best practices for core reading instruction, including explicit, systematic, scaffolded, differentiated, and corrective feedback.

Science of Reading: Vocabulary Strategies	K-12 teachers and administrators	This course is designed for K-12 teachers and administrators to build an understanding of vocabulary and morphology instruction and engage in hands-on, multisensory extension activities designed to support students in transferring vocabulary knowledge to reading comprehension.
Science of Reading: Assessments	K-12 teachers and administrators	This course is designed for K-12 teachers and administrators to learn about the 4 types of assessments that drive instruction: screening, progress monitoring, diagnostic, and summative assessments.
MTSS: Understanding Responsive Instruction vs. Intervention	K-12 teachers and administrators	This course is designed for participants to review Sarasota County's MTSS Core Beliefs, receive an understanding of the three tiers of instruction, and differentiate the difference between theory and problem-solving practices. Resources and logistics for implementation will also be addressed.
Monthly District Literacy Coaches PL	K-12 Literacy Coaches	Literacy Coaches will participate in monthly meetings that are grounded in coaching practices, science of reading approaches, data analysis, and pedagogy and andragogy. Literacy Coaches will be partnering with Lastinger Learning at several meetings throughout the year for face-to-face sessions that accompany the Literacy Coach Endorsement.
Monthly District Interventionists PL	Literacy Interventionists	Literacy Interventionists will have monthly meetings in which professional learning opportunities will focus on the science of reading approaches and practices as they relate to data-driven response plans.
Elementary K-5		
K-2 Progress Monitoring Updates	K-2 teachers and admin	This course is for teachers of grades K-2 and administrators. Participants will be presented with an overview of each grade level's Tier 1 Progress Monitoring updates for the 25-26 school year.
Primary Structured Literacy Practices	First Grade Teachers	This course is designed to develop and teach first grade teachers the Lastinger Small Group Literacy Instruction Framework. Facilitated by Lastinger Learning, first grade teachers across the district will participate in ongoing professional learning in structured literacy practices. This framework will equip teachers, school leaders, literacy interventionists, and literacy coaches with evidence-based strategies through on-site shared experiences and in-person training, emphasizing teacher-led small-group instruction aligned with the science of reading and structured literacy practices. The goal is to enhance teachers' instructional effectiveness, improve foundational literacy skills, and address gaps in phonemic awareness, phonics, and early decoding skills. This initiative reinforces the need to have highly effective teachers in primary grades.

Flyleaf Publishing	K-2 Teachers	This course will provide sessions to help participants discover the connection between UFLI Foundations and Flyleaf Publishing, discuss unpackaging and organizing text sets, and consider the uses of these materials within the Small Group Frameworks provided by SCS.
Understanding Text Types	K-5 Teachers	This course will allow participants to define and identify the different text types, understand the importance of using a variety of text types for instructional purposes, and discuss how and where they would use different types of text in their daily ELA and WIN Blocks.
UFLI Instruction and Assessment	K-2 Teachers	This course will provide participants opportunities to analyze, reflect, and be responsive to the formative data that can be gathered from the weekly progress monitoring assessments. Teachers will also develop assessment practices that will help them gauge a true sense of how students are transferring skills from lessons to encoding.
Small Group Frameworks	K-2 teachers, 3-5 teachers	This course will provide educators a chance to deepen their understanding of small group instructional frameworks for Tier 1 instruction. This will provide insight into the key components that form a structured small group, ensuring the implementation of best practices that are responsive to students' needs.
Interdisciplinary Content in the Literacy Block	K-5 teachers	This course will provide strategic ways to integrate interdisciplinary content in the ELA Block, specifically focusing on the Reading/Writing connection.
Write Score	2-5 teachers	This course will provide teachers the opportunity to learn more about Write Score resources and how to respond to data from the Write Score platform to enhance student writing.
SPIRE-Intervention Adoption Material Training	Literacy Interventionists	This course will provide Literacy Interventionists the chance to discover the best practices and resources for the newly adopted K-3 Reading Intervention materials.
Dyslexia Certification	Select Interventionists and Program Specialists	Through the Strauss Reading Initiative, select interventionists and Program Specialists will have the opportunity to receive through University of Florida, their dyslexia certification.
BEST Standards	K-5 ESE teachers, K-5 ESE Instructional Facilitators, K-5 Speech and Language Pathologists	This session is designed to engage multiple stakeholders. Participants will explore the structure of the BEST Standards, examine the vertical progression, and learn how to effectively utilize these parts of the Standards to enhance academic outcomes for ESE students.
Scaffolding for ESE Classrooms	K-5 ESE teachers— including VE and Specialized Programs	During this session, teachers will use recent data to identify essential Standards and develop a scaffolded task to re-teach, reinforce skills required for the standards. Teachers will utilize a scaffolding task planning tool and core curriculum materials to plan for the different needs of their students.

UFLI for the ESE classroom	Teachers in grades K-5 who support students in specialized units with phonics instruction	This session will offer an overview of UFLI and its components for ESE teachers who teach multiple grade levels so the program can be implemented with fidelity.
Specially Designed Instruction	K-5 ESE teachers and General Education Teachers	This course offering will review the purpose of specially designed instruction and where it is delivered. Participants will learn high-leverage practices and scaffolds that can support students in the general education setting.
Building Knowledge In ELA	K-2, 3-5 ELA teachers	This course allows teachers of ELA the opportunity to engage in practices that help build knowledge in content areas in ELA instruction.
Middle School (6-8)		
Progress Monitoring Updates	Middle school teachers and admin	This course will provide instructional staff will with an overview of Tier 1 Progress Monitoring tools.
Exploring Study Sync: Diving into Supplemental Resources	Middle school teachers and admin	This course will provide participants through the core and supplemental resources of Study Sync to support all students in English Language Arts
Small Group Frameworks and Implementation	Middle school teachers and admin	This course will provide instructional staff on how to implement small group instruction as responsive teaching and learning.
Explicit Vocabulary Instruction	Middle school teachers	This course will provide an overview of explicit vocabulary instruction and how to implement it within their content area.
Explicit Writing Instruction	Middle school teachers	This course will provide instruction on implementing explicit writing instruction
TechActive to Support Literacy for All	Middle school teachers	This course will provide Instructional staff with instruction on implementing TechActive features and tools within the classroom to support content area literacy strategies.
Integrating Literacy Strategies Across Content Areas	Middle school teachers	This session will provide participants with practical strategies to support students' reading, writing, and thinking skills within any content area. Participants will explore how to incorporate literacy practices—such as annotating texts, academic vocabulary routines, and evidence-based writing—into their daily instruction without losing focus on subject-specific goals. Aligned with the BEST Standards, this training will emphasize how all teachers play a role in developing students' comprehension, analysis, and communication skills necessary for success on state assessments and beyond.
Best Practices in Phonics for Reading	Middle school Intensive Reading teachers, coaches, and Interventionists	This session will provide the framework and best practices in implementation for Phonics for Reading.
Common Lit: A Scaffolded Approach for IR	Middle school Intensive Reading teachers	This course will provide IR teachers strategies of how to utilize structures, tools, and resources to best meet the needs of our striving readers.

Transition Planning: Supporting Striving Readers	Middle School Intensive Reading Teachers	This course will provide Intensive Reading teachers an exploration of how to support the foundations of reading while incorporating high complexity text.
Supporting Exceptional Students in the IR Classroom	Middle School Intensive Reading Teachers	This course will provide high-impact strategies to maximize the learning of exceptional students in the IR classroom.
The BEST Standards and Evidence-Based Reading Practices	Middle school teachers and administrators	This course will provide participants through a thorough analysis into the BEST ELA Standards for 6th – 8th grade. ALDs will be utilized to backwards plan using high-leverage reading practices such as reciprocal teaching, close reading, and text-based questioning. Scaffolding instruction for the standards that frequently give students trouble will also be discussed and modeled
Modeling and Direct Instruction in the Language Arts Classroom to Enhance Tier 1 Instruction	Middle school teachers, coaches, and administrators	This course provides participants with a deeper understanding of T1 best practices with the Gradual Release of Responsibility Model
Checking for Understanding in the ELA Classroom	Middle school teachers, coaches, and administrators	This course provides Using Checking for Understanding as a best practice to support Responsive Teaching during Tier 1 instruction.
iReady Tool and Features Updates	Middle school teachers	This course will provide teachers with an opportunity to utilize different features and tools in i-Ready to support skills gaps.
Using Scaffolds to Support Literacy Instruction	Middle school teachers, coaches and administrators	This course will provide responsive teaching practices, allowing teachers to anticipate students who will need a scaffold to access grade-level content, responsive scaffolding in real time, and back-end scaffolding.
High School (9-12)		
Progress Monitoring Updates	High school teachers and administrators	This course will provide Instructional staff with an overview of Tier 1 Progress Monitoring tools.
Oral Fluency and Comprehension	High school teachers and administrators	This course will provide Instructional staff with an overview of oral fluency and its role in comprehension
Explicit Vocabulary Instruction	High school teachers and administrators	This course will provide Instructional staff with an overview of explicit vocabulary instruction and how to implement it within their content area.
Explicit Reading Strategies	High school teachers and administrators	This course will provide instructional staff with an overview of reading strategies and how to implement them within their content area.
Explicit Writing Instruction		
Small Group Frameworks Implementation	High school teachers and administrators	This course will provide instructional staff on how to implement small group instruction as responsive teaching and learning.
BEST Standards and Evidence-Based Reading Practices	High school teachers and administrators	This course will allow participants to do a thorough analysis into the BEST ELA Standards for 9th – 12th grade. ALDs (for 9th and 10th grade) will be utilized to backwards plan using high-leverage reading practices such as reciprocal teaching, close reading, and text-based questioning. Scaffolding instruction for standards that frequently give students trouble will also be discussed and modeled.

Integrating Literacy Strategies Across Content Areas	High school teachers and administrators	This session will provide participants with practical strategies to support students' reading, writing, and thinking skills within any content area. Participants will explore how to incorporate literacy practices—such as annotating texts, academic vocabulary routines, and evidence-based writing—into their daily instruction without losing focus on subject-specific goals. Aligned with the BEST Standards, this training will emphasize how all teachers play a role in developing students' comprehension, analysis, and communication skills necessary for success on state assessments and beyond.
Modeling and Direct Instruction in the English Language Arts Classroom to Enhance Tier 1 Instruction	High school teachers and administrators	The course will provide participants with a deeper understanding of T1 best practices with the Gradual Release of Responsibility Model
Using Scaffolds to Support Literacy Instruction	High school teachers and administrators	This course will provide participants to be responsive within the classroom and anticipate students that will need a scaffold to access grade level content, responsive scaffolding in real time and back in scaffold.

Instructional Personnel and Certified PreK Teachers
Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction.

Instructional personnel and certified PreK teachers funded through the Florida Education Finance Program (FEFP) are supported in earning certifications, credentials, endorsements, or advanced degrees in scientifically researched and evidence-based reading instruction through a variety of professional learning (PL) opportunities.

Weekly open office hours are provided by trained district Pre-K Program Facilitators and Program Specialists, offering individualized support and guidance. District Pre-K team members also schedule times with every Pre-K educator to support PL through school-based Professional Learning Communities (PLC) regular meetings. Information on available and upcoming PL is shared and aligned based on educator need. Additionally, professional learning is accessible year-round through the Florida Department of Education's Bureau of Exceptional Education and Student Services (BEESS) Professional Learning portal, which offers non-facilitated courses open to all educators.

The district has also partnered with the Technical Assistance and Training System (TATS) Discretionary Project to offer monthly PL and to offer district and community Pre-K educators an opportunity to participate in the new FLDOE Pre-K Disabilities Endorsement, with coursework beginning in April 2025. Further, the district offers PL opportunities during pre-service week, outside of the duty day, and on designated district professional learning days to maximize access and participation.

Pre-K educators, including those in Voluntary Prekindergarten (VPK) programs, are required to complete the Florida Early Learning and Developmental Standards course and meet the 15-hour professional development requirement through courses offered by the Department of Children and Families (DCF) or by demonstrating competency through completion of Florida Reading Endorsement coursework.

Differentiated Professional Learning

Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.

SCS offers a wide variety of professional learning opportunities tailored to meet the diverse needs of teachers, as outlined in the district's professional learning catalog. Instructional staff can select from various options that best align with their individual professional goals and the needs of their students. This approach ensures that professional learning is both relevant and impactful.

Differentiation of Professional Learning:

- Teacher Needs and Preferences: Teachers have the autonomy to choose professional learning opportunities that best fit their individual needs and the needs of their students. This selection process is guided by the district's professional learning catalog and survey data, which offers a broad range of options.
- Principal Feedback: Principals play a crucial role in determining the professional learning paths for teachers. They provide feedback based on observational and teacher evaluation data, ensuring that the professional learning is aligned with the specific areas where teachers need support and growth.
- Action Plans: School administrators are empowered to create action plans as part of the Focused Framework for Advancing School Performance that include professional learning tailored to their schools' unique contexts. These plans are informed by progress monitoring data and collected walkthrough data. Action plans are designed to address the specific needs of the school community.

Intensification of Professional Learning:

- Focused Framework for Advancing School Performance: The strategic plan emphasizes the importance of high-quality pedagogy and data-driven support to ensure excellence in teaching across every classroom. The Focused Framework institutionalizes evidence-based practices and provides structured support for instructional leadership development.
- Principal and Teacher Coaching: The framework includes ongoing coaching and evaluation for principals and teachers. This coaching focuses on instructional leadership, implementation of district initiatives, and providing actionable feedback to teachers.
- Impact Reviews and Data Analysis: The framework incorporates impact reviews and a three-layer data analysis process to monitor and evaluate the effectiveness of professional learning. This ensures that professional learning is continuously refined and intensified based on real-time data.

By leveraging progress monitoring data, the district can differentiate and intensify professional learning to meet the evolving needs of teachers and students. This strategic approach ensures that professional learning is both targeted and impactful, ultimately leading to improved student performance.

Mentor Teachers
Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.

Mentor teachers are identified through a rigorous selection process that ensures they possess the necessary skills, experience, and dedication to support their peers. The process includes:

- Teachers are evaluated based on their instructional practices, student performance data, and feedback from peers and administrators. Recommendations from principals and instructional coaches play a crucial role in identifying potential mentor teachers.

- Mentor teachers are typically those who have demonstrated excellence in teaching and have a track record of improving student outcomes. They are often recognized for their ability to implement evidence-based instructional strategies effectively.
- Candidates for mentor teacher roles are assessed for their leadership qualities, including their ability to collaborate, communicate effectively, and provide constructive feedback. They should be able to inspire and guide their colleagues in adopting best practices.

Establishment and Utilization of Model Classrooms: Model classrooms are established to serve as exemplars of effective teaching practices and to provide a space for professional learning and collaboration. The process involves:

- Support from ELA Program Specialists and Literacy Leadership Teams: These specialists and teams work closely with selected mentor teachers to set up model classrooms. They provide guidance on implementing evidence-based best practices and instructional methods.
- Selection: Classrooms/Teachers are chosen based on their potential and willingness to showcase high-impact instructional strategies. These classrooms are equipped with the necessary resources and technology to support innovative teaching and learning.
- Professional Learning and Collaboration: Model classrooms are used to support teachers in learning and implementing best practices. Teachers can observe and participate in model lessons, engage in collaborative planning, and receive coaching and feedback from mentor teachers and instructional specialists or coaches.

By identifying mentor teachers through a comprehensive evaluation process and establishing model classrooms with the support of ELA Program Specialists and Literacy Leadership Teams, the school creates a robust framework for professional learning and instructional improvement. This approach not only enhances the skills of individual teachers but also fosters a culture of collaboration and continuous growth within the school community.

Professional Learning Time
Describe how time is provided for teachers to meet weekly for professional learning.

As outlined in the teacher contract and approved by the Sarasota Classified/Teachers Association (SCTA), collaborative planning time provides teachers with the opportunity to work together as a professional learning community (PLC) to enhance instructional practice and improve student outcomes. These teacher-driven activities occur during the school day and typically involve small groups, grade-level teams, content-area teams, departments, or academy teams. Administrators, school counselors, instructional facilitators, literacy and data coaches, and other support personnel may participate as appropriate to the topics being discussed.

Collaborative planning may include, but is not limited to, the following activities:

- Establishing team norms and protocols
- Studying content Standards and identifying essential Standards
- Reviewing and aligning district curriculum
- Curriculum mapping and grade-level planning, including goal setting
- Designing common assessments (grade-level, content-specific, or departmental)
- Analyzing student work and developing common grading practices
- Reviewing individual, class, department, or schoolwide data to inform instruction
- Planning Tier 1, Tier 2, and Tier 3 instruction
- Developing strategies for effective Tier 1 instruction

- Team lesson planning
- Peer coaching and mentoring
- Integrating instructional units
- Building positive and supportive professional relationships

Each collaborative team will have a designated facilitator responsible for guiding PLC activities in alignment with school and district initiatives. These activities are anchored in addressing the Four Critical Questions of a PLC, which drive instructional decision-making and continuous improvement. Facilitators focus on analyzing student data, supporting instructional planning, and coordinating relevant professional learning. A facilitator may be a classroom teacher, guiding coalition member, instructional support staff member, program specialist, team leader, department chair, or other teacher leader.

6) Tutoring Programs to Accelerate Literacy Learning (Rule 6A-6.053(9)(b)3.b., F.A.C.)

Describe any tutoring programs available within your district and include targeted grade levels (e.g., Reading Achievement Initiative for Scholastic Excellence (RAISE) High School Tutoring). Add additional rows as needed.

Name of Tutoring Program	Target Audience	Description
Amira	K-3 students with Substantial Deficiency in Reading or in need of Tier 2/3 intervention	Amira is an advanced AI-driven reading solution designed to enhance literacy education. It integrates assessment, instruction, and tutoring to support reading growth. SCS uses Amira as the UDS.
Florida Tutoring Advantage – Hey Tutor	K-5 students in Title 1 schools with Substantial Deficiency in Reading or in need of Tier 2/3 intervention	HeyTutor is a tutoring service that collaborates with educational institutions to provide high-dosage, in-person tutoring programs. HeyTutor has been in discussions with Sarasota County Schools to explore opportunities for collaboration on in-person tutoring programs. This includes meetings and follow-up sessions to discuss curriculum resources and alignment with the Florida Tutoring Advantage program. HeyTutor has been recognized with the National Student Support Accelerator (NSSA) Tutoring Program Design Badge, highlighting its excellence in educational support. HeyTutor's program is designed to integrate seamlessly with school curriculums, providing customized solutions that promote academic success and personal growth.
Elementary ESOL Tutoring	1st-5th grade LY Students with an overall WIDA Score between 1.0 and 3.0	Utilizing WIDA data, select students participate in before and/or after school tutoring focusing solely on the 4 domains as assessed on WIDA. The goal is to get students prepared to take the WIDA assessment, providing them with confidence to tackle test design and the item types they will encounter on the assessment. Materials include Finish Line 2.0, which directly correlates to WIDA.

7) Family Engagement (Rule 6A-6.053(9)(b)3.o., F.A.C.)

In accordance with the list outlined in s. 1008.25(5)(d), F.S., describe the district's plan for immediately notifying parents of students identified with a substantial deficiency in reading.

Parents are notified of their child's Substantial Deficiency in Reading following the completion of the Academic Intervention Plan (AIP), which includes the Individual Progress Monitoring Plan, Read at Home Plan, Notice of the NWRI, and information about monthly progress monitoring. The AIP is completed by school support staff in FOCUS and parents are notified immediately once the plan is finalized. Support staff are responsible for completing the AIP within 45 days of the progress monitoring assessment that identifies the Substantial Deficiency in Reading and the need for individual progress monitoring.

Describe the literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

Sarasota County Schools (SCS) has several literacy partnerships and programs designed to support families and engage them in literacy activities and reading at home. Here are some key initiatives:

SCS organizes district-wide Parent Universities under the theme "Literacy for All: Parent Edition." These events aim to engage parents by offering support and training to improve literacy at home for their children.

The Parent Universities feature:

- Expert-led workshops on strategies for fostering literacy at every grade level.
- Hands-on activities to help support reading and writing at home.
- Guidance on accessing and understanding student data and literacy progress.
- Community resources/vendors and nutritious take-home food boxes

New Worlds Reading Initiative:

The New Worlds Reading Initiative is a free Florida literacy program that provides a new book to enrolled children each month. Families also receive practical, supporting materials that build reading confidence and access to helpful tips and strategies to support their child's reading development. Eligibility for this program includes K-5 students enrolled in a Florida public or district-sponsored charter school who are not yet reading on grade level. The NWRI is offered and promoted by our schools and our community partners. This opportunity is generally a part of any school-based literacy event.

Remake Learning Days:

SCS participates in the Suncoast Remake Learning Days, a 15-day learning festival that celebrates innovative learning opportunities in the region. This initiative includes various organizations such as schools, museums, libraries, and after-school programs that host hands-on, engaging educational experiences for youth and their families. During these events, SCS hosts Kindergarten Round-Up events to introduce families to their district schools, provide information on Kindergarten registration, and offer free books and take-home activities.

Read at Home Plan:

The Read at Home Plan is designed to support students identified with a substantial deficiency in reading. This plan includes information and resources connected to essential components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. The plan provides family activities with easy-to-follow instructions to help children practice reading skills at home. These resources are available both digitally and in hard copy upon request.

These initiatives collectively aim to empower parents, provide valuable resources, and create engaging learning environments to foster literacy development at home.

House Bill 1255 amends section 1003.4201, Florida Statutes, and adds a component of the reading instruction plan to provide a description of how the district prioritizes the assignment of highly effective teachers from kindergarten to grade 2.

8) Highly Effective Teachers

Describe how the district prioritizes the assignment of highly effective teachers, as identified in s. 1012.34(2)(e), from kindergarten to grade 2.

In alignment with our district's early literacy priorities, schools shall prioritize the assignment of highly effective teachers to Kindergarten through Grade 2 classrooms. Research underscores the critical importance of early literacy and foundational skill development, and this new direction aligns with our commitment to long-term student success and equity.

Strategic staffing decisions will be supported by professional evaluation data, student performance metrics, and principal recommendations. Schools are encouraged to implement this shift through targeted recruitment for early grades, professional growth pathways in early literacy, and internal realignment of highly effective staff based on student need.

In SY25-26, SCS will be implementing a district-wide year-long professional learning experience with all first-grade teachers that will be ongoing and job-embedded. This work will be in partnership with UF/Lastinger Center and community foundations. These shared experiences will focus on teacher-led small group instruction grounded in the science of reading, the science of effective instruction, and early structured literacy practices.

- **Data-Driven Placement:**
  Use evaluation data (e.g., observation ratings, student growth scores, early literacy assessment results) to inform staffing decisions for early grades.
- **Internal Transfer Priority:**
  Give principals the authority and support to **reassign strong teachers** to early grade vacancies before filling them externally.
- **Elevate the Role of Early Grade Teachers:**
  Publicly recognize K–2 teachers as foundational to long-term student success. This cultural shift can attract top talent to early grades.
- **Early Literacy Leadership Track:**
  Create opportunities for highly effective early-grade teachers to serve as model classroom teachers, coaches, or mentors without having to leave the classroom.
- **Set Clear Expectations with School Leaders:**
  Build the expectation into principal evaluation or school improvement plans that staffing K–2 with strong teachers is a district priority.
- **Provide Walkthrough Look-for Tools and Early Literacy Professional Learning for Principals:**
  Support principals with professional learning related to structured literacy practices and early literacy teacher-led small group expectations, walkthrough tools, and look-for rubrics that demonstrate teacher impact and effective teacher practice.
- **Prioritize High-Need Schools:**
  Ensure that schools with historically lower achievement or high percentages of at-risk students have equitable access to highly effective K–2 teachers.

9) Assurances (Rule 6A-6.053(9)(b)2., F.A.C.)

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

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific Substantial Deficiency in Reading, unless they have an IEP or 504 plan that addresses their Substantial Deficiency in Reading, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

9) Assurances (Rule 6A-6.053(9(b)2., F.A.C.)

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

Initials	Assurance
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tAn	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific Substantial Deficiency in Reading, unless they have an IEP or 504 plan that addresses their Substantial Deficiency in Reading, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
tHn	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
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Lam	i. The CERP will be shared with stakeholders, including school administrators, literacy leadershi teams, literacy coaches, classroom instructors, support staff and parents.

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

Signature:
Robyn a. Marinelli

Date:
10/20/2025