

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	Dr. Megan Green	Megan.Green@sarasotacountyschools.net	(941) 927-9000
Executive Director of Elementary	Cindy Thro	Cindy.Thro@sarasotacountyschools.net	(941) 927-9000
Executive Director of Secondary	Dr. Nate Francis	Nate.Francis@sarasotacountyschools.net	(941) 927-9000
Main Reading Contact	Dr. Rachel Chappell	Rachel.Chappell@sarasotacountyschools.net	(941) 927-9000
Data Element	Lori Butters	Lori.Butters@sarasotacountyschools.net	(941) 927-9000
Third Grade Promotion	Dr. Rachel Chappell	Rachel.Chappell@sarasotacountyschools.net	(941) 927-9000
Multi-Tiered System of Supports	Dr. Rachel Chappell	Rachel.Chappell@sarasotacountyschools.net	(941) 927-9000
Summer Reading Camp	Dr. 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
Secondary Curriculum	Erin Haughey	Erin.haughey@sarasotacountyschools.net	(941) 927-9000
Charter Schools	Millie Wheeler	Millie.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)	Dr. Lisa Fisher Alison Johnson Kari Johnson Katie Kephart Jen Maselli Kristin Neesen Jessica Seltzer	Lisa.Fisher@sarasotacountyschools.net Alison.Johnson@sarasotacountyschools.net Kari.Johnson@sarasotacountyschools.net Bonnie.Michaels@sarasotacountyschools.net Jennifer.Maselli@sarasotacountyschools.net Kristin.Neesen@sarasotacountyschools.net Jessica.Seltzer@sarasotacountyschools.net	(941) 927-9000
Middle School ELA Program Specialist	TBD	TBD	(941) 927-9000
Secondary Intensive Reading/ESE 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	\$844,176	8
Intervention teachers	\$3,664,338	33
Scientifically researched and evidence-based supplemental instructional materials	\$599,995	
Third-grade summer reading camps	\$102,078	13
Summer reading camps		
Professional Learning in Structured Literacy Practices for Primary Teachers	\$175,000 grant funds	
Secondary Expenses		
Literacy Coaches	\$880,123	8
Intervention teachers and Intensive Reading teachers	\$2,187,971	21

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Scientifically researched and evidence-based supplemental instructional materials	\$311,348	
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.	\$75,000 grant funds	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
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.)		
Tutoring programs to accelerate literacy learning	\$60,000	
Family engagement activities	\$25,000 grant funds	
K-12 Professional Learning in the Science of Reading	\$20,000 grant funds	
Other – Please Describe. Add additional rows as needed.		
Charter Schools	\$406,689	
Estimated Sum of Expenditures	\$9,351,718	

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 <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	0%	0%	86%	90%

Sarasota County Schools (SCS) did not offer school-year Voluntary Prekindergarten (VPK) programs prior to the 2024-2025 School Year (SY). For the 2024-2025 SY, 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 SY, SCS offered 23 VPK classrooms, three general education PreK “Early Learning” classrooms, and 43 PreK classrooms serving ESE self-contained programs. For

the 2026-2027 SY, VPK programming will increase to 26 VPK classrooms. All the SCS VPK classrooms are staffed with certified teachers and offer inclusive options for eligible PreK Students with Disabilities (SWD).

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). Twenty-six VPK programs participate in Star Early Literacy testing, and the information is used to plan and implement instructional programming in response to student needs. Additionally, students identified as in need of urgent reading intervention or demonstrating a substantial deficiency in reading by scoring below the 25th 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 ESE PreK Program Facilitator, the ESE PreK Program Specialist for Instruction, and the VPK Program Coordinator regularly review this data and provide direct training, coaching, and support for PreK teachers.

During the 2026-2027 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	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	14%	10%	65%	66%
1	21%	12%	63%	65%
2	19%	12%	61%	66%
3	13%	10%	73%	70%

4	14%	11%	69%	70%
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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
	Level 1	Level 1	Levels 3-5	Levels 3-5
5	11%	10%	72%	65%
6	12%	9%	71%	70%
7	13%	11%	70%	68%
8	12%	13%	71%	66%
9	15%	11%	67%	67%
10	12%	13%	69%	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 the frequency of review	The Chief of Elementary Schools, Executive Director of Elementary, 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 • Implement common planning protocols to support teachers' understanding of standards and instructional strategies to best meet the needs of all students	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, Executive Director of Secondary, Secondary 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.	School Professional Learning Communities (PLCs) will conduct an in-depth review of FAST progress monitoring data three times a year. PLCs will also use multiple data sources, including i-Ready Diagnostic results, quarterly Standards Mastery data, and common curricular assessments as identified by the interventionist, to monitor student progress over time. Tier 3 instruction for students in grades 6–8 will be monitored through Read 180

		Instruction/intervention data, along with information related to individual student needs. School leaders will review data collected through the Intensive Reading Walkthrough Tool on a quarterly basis during School Literacy Leadership Team meetings. Based on these discussions, action plans will be developed.
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 • Creation of targeted curriculum and response plans to support instruction • 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 • Implement common planning protocols to support teachers' understanding of standards and instructional strategies to best meet the needs of all students	School teams will use the data listed above to develop and refine action plans. During PLCs, teams will engage in data-driven discussions and collaborative lesson planning with support from the literacy coach. Guiding questions for action planning include: • What should we continue doing? • What needs to be adjusted? • What additional support is needed?
Grades 9-12	District Level	School Level
Data that will be collected and the frequency of review	The Chief of Secondary Schools, Executive Director of Secondary, Secondary Curriculum Director, and ELA and Reading Program Specialists will review progress monitoring data after each testing window to determine trends at the district level	School-based PLCs will review FAST progress monitoring data three times per year to develop a shared understanding of student performance across student groups. PLCs will also use district-created common curriculum assessments and school-based formative and

	through data analysis and plan the next action steps.	summative assessments to monitor the effectiveness of Tier 1 and Tier 2 instruction. Tier 3 supports will be monitored through intervention-course data, including Read 180 Code and Comprehension in grades 9–10 and ChalkTalk in grades 11–12. School leaders will review literacy walkthrough data during monthly Literacy Leadership Team meetings to identify trends and determine next steps.
Actions for continuous support and improvement	District-level actions for continuous support and improvement based on data will include: • Professional Learning opportunities based upon data and trends gathered from testing and during Impact Reviews • 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	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 • 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: Sarasota County Schools will strengthen literacy leadership by deepening the use of data-driven decision-making at both the district and school levels. The district will refine structures for Literacy Leadership Teams to consistently analyze student data, monitor progress, and adjust supports. Additional focus will be placed on expanding family engagement through enhanced read-at-home plans and resources. Leadership development will continue through targeted coaching and professional learning aligned to the science of reading and the district's strategic priorities.

2. Literacy Coaching:

To sustain strong implementation, the district will refine and strengthen the literacy coaching model to ensure maximum impact on student outcomes. This includes centralizing district Literacy Coaches and prioritizing coaching cycles that focus on modeling, co-teaching, and feedback tied directly to student data. Ongoing professional learning will be provided to interventionists and coaches to build capacity in evidence-based practices, and coaching support will be differentiated based on school and teacher need. The district will also ensure protected time for coaches to focus on high-impact instructional practices.

3. Standards, Curriculum, and Instruction/Intervention:

The district will continue to maintain and monitor the strong systems currently in place for standards-aligned curriculum, instruction, and intervention. Ongoing review of implementation data will support continuous improvement and ensure these systems remain responsive to student needs

4. Assessment:

The district will enhance assessment practices by strengthening the use of formative and progress monitoring data to drive instructional decisions. Schools will receive additional guidance and support in data analysis protocols to ensure timely identification of students in need of intervention. The district will continue refining its assessment plan to ensure coherence, eliminate redundancy, and maximize instructional time.

5. Professional Learning:

Sarasota County Schools will continue to expand professional learning opportunities aligned to the science of reading, with an emphasis on job-embedded, data-driven professional learning communities (PLCs). Increased access to Reading Endorsement pathways and targeted support for school leaders will remain a focus. Professional learning will be differentiated based on school data and aligned to district strategic goals to ensure impact on classroom instruction.

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 two to four times a year 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 communicated to principals through the district's strategic plan, job descriptions, role expectations, and professional learning designed to build and sustain a student-centered coaching model across schools. Expectations for coaching, action planning, and the development of a coaching culture are reinforced throughout the year through district communication structures and the Administrative Weekly Newsletter (AWN).

4. How does the district support Literacy Coaches throughout the school year?

As part of the strategic plan, the district has eight District Literacy Coaches, four at elementary and four at secondary, as well as school-funded Literacy Coaches across the district. A Literacy for All cadre made up of K-12 Program Specialists leads the District and K-12 Literacy Coaches throughout the school year. District Meetings are held monthly for K-12 Literacy Coaches to build their toolbox of coaching strategies, establish the roles and responsibilities 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 and District Literacy Coaches 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. Literacy Coaches in our district, who need to receive their FL Literacy Coaching Endorsement, will be given the opportunity to obtain the endorsement through the district's allocations from the state.

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 descriptions. 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 implemented with fidelity.

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

The Literacy for All cadre, composed of chiefs, curriculum directors, and ELA and IR Program Specialists, will monitor the implementation of the literacy coach model. Monthly meetings are held to clarify goals, plan high-leverage professional learning, and address challenges as they arise, whether at the cohort level or with individual Literacy Coaches. Additionally, walk-throughs and results-based coaching tools will be used to monitor the effectiveness and implementation of the literacy coaching model.

7. How does the district measure the effectiveness of Literacy Coaches?

Sarasota County Schools has adopted the Student-Centered Coaching model to guide coaching practices. A results-based coaching tool will be used for all coaching cycles to measure student and teacher learning, gather feedback on successes, identify missed opportunities, and determine areas for professional growth. These tools will be submitted to and reviewed by the K–12 Literacy for All Cadre. The district will measure the effectiveness of Literacy Coaches by analyzing multiple data sources, including coaching cycle evidence, teacher feedback, student outcomes, walkthrough data, and progress toward school-based literacy goals.

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\(b\)\(2\)\(ii\)](#).
 - **Core Instruction (Tier 1):** provides print-rich, explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
 - **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.
 - **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.](#)

L-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 responsive instruction and intervention 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. Some students require supplemental or intensive intervention. Through targeted instruction, responsive progress monitoring, and timely feedback, the district ensures that students receive the support needed to make progress toward literacy proficiency.

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 relies 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

- Did the student have ready access to essential grade-level curriculum as part of his or her core instruction?
- 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?
- Is there evidence that the school's core instructional practices are working for most students, including similar students?

Tier Two/Supplemental Interventions

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

Tier Three/Intensified Interventions

- Did the school identify the student for Tier Three interventions in a timely, proactive manner?
- 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?
- What were the student's specific learning needs at Tier Three? (The team should be able to list exact standards, learning targets, and behaviors.)
- What research and evidence-based interventions did the school use to address the student's specific learning needs?
- Did highly trained professionals in the student's area of need provide these interventions?
- Did the school provide these interventions in addition to Tier One and Tier Two?
- 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?
- Is there evidence that these interventions were effective for similar students?
- Are there any other interventions or supports the school should try before considering special education placement?

- 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?
- Would team members recommend the same if the student in question were their child?

A **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.

Sarasota County Schools (SCS) delivers high-quality early learning through strong partnerships with the Florida Department of Education's (FLDOE) Division of Early Learning (DEL), the Early Learning Coalition (ELC) of Sarasota, Children First Inc. (the local Early Head Start and Head Start grantee), and additional community stakeholders. These collaborations strengthen program quality, expand access, and ensure alignment with statewide expectations for kindergarten readiness. Through shared professional learning and coordinated planning, SCS supports cognitive, communication, and social-emotional development, recognizing that high-quality early learning directly contributes to long-term academic achievement and future college, career, and life readiness.

Across VPK, ESE, and other PreK programs, teachers plan instruction using assessment tools intentionally aligned with the Florida Early Learning and Developmental Standards (FELDS) and have access to crosswalks with the K–12 B.E.S.T. Standards. Ongoing SCS professional learning offered through the Department of Early Learning is also supported by the Prekindergarten Exceptional Student Education (PESE) Project and state-wide PL offerings through the Bureau of Exceptional Education & Student Services (BEESS) PL-Portal.

In SCS, the Brigance Inventory of Early Development III is used in conjunction with the Child Outcome Summary (COS) process for entry and exit of PreK students with disabilities, ensuring a consistent method for monitoring developmental progress. VPK classrooms utilize STAR Early Literacy to assess emergent reading skills and guide instructional decision-making. These tools collectively provide a comprehensive picture of each child's strengths and needs, enabling educators to design targeted, developmentally appropriate instruction.

Through ongoing collaboration, data-informed planning, and the use of evidence-based resources, SCS ensures that all PreK learners—including English Language Learners, Students with Disabilities (SWD), and children requiring additional support—receive high-quality instruction aligned with state standards. This cohesive approach allows educators to differentiate effectively, implement early interventions when needed, and provide equitable learning opportunities that prepare every child for a successful transition into kindergarten and beyond.

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 equipped with the Frog Street 2020 Bilingual Curriculum, Learning Without Tears, and Handwriting Without Tears. These resources are selected to provide developmentally appropriate, evidence-based instruction that meets the diverse learning needs of young children. Instructional programming is aligned with the Florida Early Learning and Developmental Standards (FELDS, 2017), which outline the knowledge and skills four-year-old children should demonstrate across eight developmental domains: Physical Development, Approaches to Learning, Social and Emotional Development, Language and Literacy, Mathematical Thinking, Scientific Inquiry, Social Studies, and Creative Expression Through the Arts.

The Frog Street curriculum incorporates principles of the science of reading and embeds foundational literacy concepts into daily instruction, including phonological awareness, print awareness, alphabet knowledge, and vocabulary development. Handwriting Without Tears further strengthens early literacy by providing explicit, developmentally sequenced instruction that integrates multisensory learning experiences grounded in research-based practices. Together, these programs support the development of early literacy skills essential for kindergarten readiness.

To extend learning beyond the classroom, VPK teachers have access to the Marco Polo Learning school-home platform, which offers Emmy-nominated educational videos and interactive literacy and math games aligned with Kindergarten Readiness expectations. This tool supports family engagement and reinforces foundational skills through high-quality digital content that complements classroom instruction.

Teachers and preschool paraprofessionals collaborate closely with families to establish individualized learning goals within each FELDS domain, promoting holistic development and early identification of instructional needs. Differentiated instructional strategies are embedded throughout the curriculum to ensure equitable access for English Language Learners (ELLs), Students with Disabilities (SWD), and gifted learners. These adaptations ensure that all students receive high-quality, developmentally appropriate instruction aligned with state standards and grounded in evidence-based practices.

Beginning in the 2026-2027 school year, Sarasota County Schools will expand its early literacy supports by incorporating the Heggerty Pre-Kindergarten Phonemic Awareness curriculum and the Early PreK–Kindergarten Manual in both ESE and VPK classrooms. These resources will be used specifically for children identified as needing early intervention in literacy. The addition of Heggerty provides daily, systematic, and explicit instruction in phonological and phonemic awareness—skills that research identifies as among the strongest predictors of later reading success. While existing curricula introduce phonological awareness, Heggerty offers a more intensive, explicit, structured approach that supports students demonstrating early literacy delays. Its short, developmentally appropriate lessons align with the science of reading and integrate seamlessly into PreK instructional routines.

By integrating Heggerty into ESE and VPK classrooms, the district strengthens its multi-tiered system of supports (MTSS) and ensures that students with emerging literacy needs receive targeted, evidence-based intervention at the foundational level. This addition enhances the district’s comprehensive approach to early literacy and supports the goal of preparing all students for successful entry into kindergarten and continued academic growth.

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 is implementing the use of the Heggerty Phonemic Awareness curriculum in its PreK instructional programming. 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. In the 2026-2027 school year, funds will be set aside to support the implementation of additional evidence-based early intervention programs aligned with resources utilized in the kindergarten to first-grade classrooms. Screeners may be purchased to assist with early identification of developmental delays in the language and literacy domain, such as the Brigance Inventory of Early Development III screener or the PLS-5. The PLS-5 Screener and the Brigance Inventory of Early Learning III Screener provide teachers and support team members with valuable data to guide instruction in the Language and Literacy domain of the FELDS. The PLS-5 identifies children at risk for language delays by screening key areas such as comprehension, expressive communication, and early literacy behaviors, helping teachers target foundational language needs early. The Brigance Inventory complements this by offering criterion-referenced insights into vocabulary, phonological awareness, and emergent literacy skills. Together, these tools allow educators to plan intentional, developmentally appropriate instruction aligned with FELDS expectations and responsive to each child's strengths and areas for growth.

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. Grades VPK-5 Assessments

FAST				
Name of the Assessment	Target Audience	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	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary	☐ 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 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?
	☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☒ Comprehension		☐ As Needed ☐ Other
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
Writing Interim (Benchmark Advance and/or Write Score)	☐ 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

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?
Observational 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
Oral Language (Mondo) Screener – Gr K				
Oral Reading Fluency (DIBELS) 1-5				
Letter Identification, Letter Sounds, Concepts of Print (K)				

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 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

- The student is identified as in need of Tier 3 interventions; or
- The student was retained the previous school year; or
- For kindergarten through grade 2, 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 or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s.1008.25\(9\), F.S.](#); or

- Level 1 on the 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 reading deficiency.

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 - 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 Kindergarten Decision Tree to determine the targeted focus for interventions. (see pg. 47-48)

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 50th 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 of 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 50th 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 First Grade Decision Tree to determine the targeted focus for interventions. (see pg. 49-50)

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 0 - 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 of 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 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 Second Grade Decision Tree to determine the targeted focus for interventions. (see pg. 51-52)

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 0-19th 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- 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 Third Grade Decision Tree to determine the targeted focus for interventions. (see pg. 53-54)

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.

Fourth and Fifth Grade:

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:

Reading Deficiency – See additional SDR guidance. Notify parents with Parent Letter & Read at Home Plan via AIP in Focus

- o Scores between the 0 - 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 - 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 Reading Deficiency. Teachers are to administer additional assessments to determine instructional needs and follow the Sarasota County Elementary Fourth/Fifth Grade Decision Trees to determine the targeted focus for interventions. (see pg. 55-56)

3. 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. 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 level 1 or level 2 on STAR Early Lit (K), STAR Reading (1st-2nd), or FAST (3rd) will be given further screening to determine if they are identified as having characteristics of dyslexia.

3b. Students with characteristics of dyslexia require additional screening pursuant to [s. 1008.25\(9\), F.S.](#) List the screener(s) utilized.

Students who score level 1 or level 2 on STAR Early Lit (K), STAR Reading (1st-2nd) or FAST (3rd) will be given the Amira Benchmark Assessment/Dyslexia Screener to determine if they show characteristics of dyslexia. Based on the results of multiple data points and in connection with the decision tree, students will receive interventions if warranted.

4. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

For grades K-5, the processes and procedures that are in place to identify and solve problems to improve effectiveness of Tier 1 instruction are 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. All students must receive comprehensive grade-level core reading instruction in Tier One aligned with the 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 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.

Tier 1 Guiding Questions:

- Did the student have access to essential grade-level curriculum as part of his or her core instruction?
- 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?
- Is there evidence that the school's core instructional practices are working for most students, including similar students?

5. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

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 (see pgs. 47-63) are given to teachers to plan for and evaluate the effectiveness of Tier 2 reading interventions, adjusting as needed.

The Characteristics of Tier 2 Instruction and Intervention are:

- Supplemental instruction, provided to some students for whom Tier 1 alone is insufficient to achieve Tier 1 expectations

- Provided in addition to Tier 1 instruction (more time for instruction)
- Focused on foundational knowledge and skill gaps that pose barriers to students' success in Tier 1
- Planned through a structured, data-based problem-solving process, often using standard protocol interventions that address high-probability barriers (more narrowed focus)
- Delivered to students with similar needs
- Systematic and explicit instruction with multiple opportunities for students to practice and receive corrective feedback

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 47-63) provide instructions to plan for and modify the effectiveness of Tier 2 reading interventions.

Tier 2 Guiding Questions:

- What factors influenced how quickly/slowly the school identified and responded to the student's need for supplemental support and engaged in further problem-solving?
- What were the student's specific learning needs at Tier Two? (The team should be able to list exact standards, learning targets, and behaviors.)
- What caused the student not to learn these essential learning outcomes?
- What research or evidence-based interventions did teachers use to address the student's specific learning needs?
- Did the school provide these interventions in addition to Tier One?
- Is there evidence that these interventions were effective for other students receiving the same intervention?
- 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?

6. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

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 (see pgs. 47-63) are given to teachers to plan for and evaluate the effectiveness of Tier 3 reading interventions, adjusting as needed.

The Characteristics of Tier 3 Instruction and Intervention are:

- Most intensive, individualized instruction, provided to a few students demonstrating either an intense or severe need
- Provided in addition to Tier 1 and Tier 2 (even more time)
- Instruction is individualized to address the student's specific needs
- Plan using a structured, data-based problem-solving process (even more narrowed focus)

Delivered individually, or in very small groups

- Standards aligned and integrated with Tier 1 and Tier 2 instruction
- Most systematic and explicit instruction with more extensive opportunities for practice with error and feedback.

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 intervention, as evidenced through data analysis. Grade-

level Decision Trees and a Progress Monitoring Guidance Document (pages 47-63) are 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 who 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.

Tier 3 Guiding Questions:

- Did the school identify the student for Tier Three interventions in a timely, proactive manner?
- What quality problem-solving process did the school use to identify the student's specific learning needs and the cause of the student's struggles?
- What were the student's specific learning needs at Tier Three? (The team should be able to list exact standards, learning targets, and behaviors.)
- What research and evidence-based interventions did the school use to address the student's specific learning needs?
- Did highly trained professionals in the student's area of need provide these interventions?
- Did the school provide these interventions in addition to Tier One and Tier Two?
- 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?
- Is there evidence that these interventions were effective for other students receiving the same intervention?

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 2025-2026 FAST assessment PM 3 for grades 3-5 and on the 2025-2026 STAR Early Literacy and Reading 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)

Letter Recognition Assessment (Grade K)

Letter Sound Assessment (Grade K)

Oral Reading Fluency (Grades 1-5)

Benchmark Advance Unit Tests (Grades K-5)

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 (Renaissance Learning)

Grade K- Level 3 or above/56th percentile or above (PM 1, PM 2, PM 3)

STAR Reading (Renaissance Learning)

Grade 1- Level 3 or above/46th percentile or above (PM 1, PM 2, PM 3)

Grade 2- Level 3 or above/46th percentile or above (PM 1, PM 2, PM 3)

FAST Cambium (Renaissance Learning)

Grade 3- Level 3 or above/46th percentile or above (PM 1, PM 2, PM 3)

Grade 4- Level 3 or above/46th percentile or above (PM 1, PM 2, PM 3)

Grade 5- Level 3 or above/46th 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
1 st Grade	65th percentile and above	65th percentile and above
2 nd Grade	65th percentile and above	65th percentile and above
3 rd Grade	65th percentile and above	65th percentile and above
4 th Grade	65th percentile and above	65th percentile and above
5 th 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 About Print

Grade Level	BOY	MOY	EOY
Kindergarten	baseline	10+	13

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	21 or more consonant sounds, some of the	21 or more consonant sounds, all short sounds for the five major

	for the five major vowels	short sounds for the five major vowels	vowels, Q4 : 21 consonant sounds and all long sounds for the five major vowels
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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%
1 st Grade	70-100%	70-100%	70-100%
2 nd Grade	60-100%	60-100%	60-100%
3 rd Grade	60-100%	60-100%	60-100%
4 th Grade	60-100%	60-100%	60-100%
5 th Grade	60-100%	60-100%	60-100%

Writing Interim Assessments

Grade Level	Interim 1	Interim 2	Interim 3
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

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

Core Instruction																																																
Indicate the core instructional materials utilized. Add additional rows as needed.																																																
Name of Program		Year of Program Adoption																																														
Benchmark Advance (Grades K-5)		2021-2022																																														
Supplemental to Core Curriculum - UFLI Foundations (Used in Grades K-2)		2024-2025																																														
Supplemental to Core Curriculum – Flyleaf (Used in Grades K-2 and ESE 3-5)		2023-2024																																														
Supplemental to Core Curriculum - Write Score (Used in Grades 2-5)		2023 - 2024																																														
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during 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. STAR Early Literacy (Renaissance Learning) Grade K- Level 1 or 2/55th 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 2/45th percentile or below (PM 1, PM 2, PM 3) FAST (Cambium) Grade 3- Level 1 or 2/45th percentile or below (PM 1, PM 2, PM 3) Grade 4- Level 1 or 2/45th percentile or below (PM 1, PM 2, PM 3) Grade 5- Level 1 or 2/45th percentile or below (PM 1, PM 2, PM 3) i-Ready Diagnostic Assessment (if applicable) <table border="1"> <thead> <tr> <th>Grade Level</th> <th>AP1</th> <th>AP2</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>64th percentile or below</td> <td>64th percentile or below</td> </tr> <tr> <td>1st Grade</td> <td>64th percentile or below</td> <td>64th percentile or below</td> </tr> <tr> <td>2nd Grade</td> <td>64th percentile or below</td> <td>64th percentile or below</td> </tr> <tr> <td>3^{SDR} Grade</td> <td>64th percentile or below</td> <td>64th percentile or below</td> </tr> <tr> <td>4th Grade</td> <td>64th percentile or below</td> <td>64th percentile or below</td> </tr> <tr> <td>5th Grade</td> <td>64th percentile or below</td> <td>64th percentile or below</td> </tr> </tbody> </table> Mondo Oral Language Screener <table border="1"> <thead> <tr> <th>Grade Level</th> <th>BOY</th> <th>MOY</th> <th>EOY</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>NA</td> <td>0-7</td> <td>8-12</td> </tr> </tbody> </table> Letter Recognition Assessment <table border="1"> <thead> <tr> <th>BOY (taken from Kindergarten Screener)</th> <th>End of Quarter One</th> <th>End of Quarter Two</th> <th>End of Quarter Three and Four</th> </tr> </thead> <tbody> <tr> <td>baseline</td> <td>0-39</td> <td>0-45</td> <td>0-50</td> </tr> </tbody> </table> Letter Sounds Assessment <table border="1"> <thead> <tr> <th>BOY (taken from Kindergarten Screener)</th> <th>End of Quarter One</th> <th>End of Quarter Two</th> <th>End of Quarter Three and Four</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Grade Level	AP1	AP2	Kindergarten	64 th percentile or below	64 th percentile or below	1 st Grade	64 th percentile or below	64 th percentile or below	2 nd Grade	64 th percentile or below	64 th percentile or below	3 ^{SDR} Grade	64 th percentile or below	64 th percentile or below	4 th Grade	64 th percentile or below	64 th percentile or below	5 th Grade	64 th percentile or below	64 th percentile or below	Grade Level	BOY	MOY	EOY	Kindergarten	NA	0-7	8-12	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	BOY (taken from Kindergarten Screener)	End of Quarter One	End of Quarter Two	End of Quarter Three and Four				
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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
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Core Phonics Survey (if applicable)

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	0-69%	0-69%	0-69%
1 st Grade	0-69%	0-69%	0-69%
2 nd Grade	0-59%	0-59%	0-59%
3 rd Grade	0-59%	0-59%	0-59%
4 th Grade	0-59%	0-59%	0-59%
5 th Grade	0-59%	0-59%	0-59%

Writing Interim Assessments

Grade Level	Interim 1	Interim 2	Interim 3
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:

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 55th percentile

Grade 1-Level 1 or 2 or below the 45th percentile

Grade 2- Level 1 or 2 or below the 45th percentile

FAST Cambium

Grade 3-Level 1 or 2 or below the 45th percentile

Grade 4- Level 1 or 2 or below the 45th percentile

Grade 5- Level 1 or 2 or below the 45th percentile

I-Ready Diagnostic Assessment (Grades K-5)

Mondo Oral Language Screener (Grade K)

Concepts About Print Assessment (Grade K)

Heggerty Phonological Awareness Screener (Grades K-2)

Letter Recognition Assessment (Grade K)

Letter Sound Assessment (Grade K)

Oral Reading Fluency (Grades 1-5)

Benchmark Advance Unit Tests (Grades K-5)

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)
S.P.I.R.E. Intensive Reading Intervention for Nonreaders and Struggling Readers	N/A State-approved intervention resource	S.P.I.R.E. Intensive Reading Intervention for Nonreaders and Struggling Readers, 2024 edition , does not meet strong, moderate, or promising levels of evidence; however, the following WWC IES Practice Guide Recommendation(s) support the program: (<u>Foundational Reading Skills to Support Reading for Understanding in Grades K-3</u>), 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 students to decode words, analyze word 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.” The following recommendations from the WWC IES Practice Guide (<u>Providing</u>

		<u>Reading Interventions for Students in Grades 4-9)</u> also support this program. 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. These recommendations were built into the program by providing explicit, multisensory instruction in phonological awareness, sound–symbol relationships, decoding, encoding, and structured word analysis, including multisyllabic word reading. It also incorporates daily reading of connected decodable text and purposeful fluency practice to build accuracy, automaticity, 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 Literacy Interventionists at each school.
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: (<u>Foundational Reading Skills to Support Reading for Understanding in Grades K-3</u>), 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 the implementation of this program by conducting data chats and observational walkthroughs.
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: (<u>Foundational Reading Skills to Support Reading for Understanding in Grades K-3</u>), 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 (<u>Providing Reading Interventions for Students in Grades 4-9</u>), 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: (<u>Foundational Skills To Support Reading for Understanding in Grades K-3</u>), 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 (<u>Providing Reading Interventions for Students in Grades 4-9</u>), 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: (<u>Foundational Reading Skills to Support Reading for Understanding in Grades K-3</u>), 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: (<u>Improving Reading Comprehension in Kindergarten Through 3^{SDR} Grade</u>), 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 (<u>Providing</u>

		<u>Reading Interventions for Students in Grades 4-9</u>); 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.
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: (<u>Providing Reading Interventions for Students in Grades 4-9</u>), 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 (STRONG EVIDENCE) states: “routinely use a set of comprehension-building practices to help students make sense of the text,” and (<u>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</u>, 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, and professional support by 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: (<u>Foundational Skills to Support</u>

		<u>Reading for Understanding Grades K-3</u>), 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 (<u>Providing Reading Interventions for Students in Grades 4-9</u>), 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.
Flyleaf	N/A	Flyleaf does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: (<u>Foundational Skills to Support Reading for Understanding Grades K-3</u>), 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 (<u>Providing Reading Interventions for Students in Grades 4-9</u>), 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, 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, as needed.
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, (<u>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</u>), 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 (<u>Foundational Skills to Support Reading for Understanding Grades K-3</u>), 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: <u>(Teaching Academic Content and Literacy to English Learners in Elementary and Middle School)</u>, 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.
Connect to Literacy	NA	Connect to Literacy does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <u>(Teaching Academic Content and Literacy to English Learners in Elementary and Middle School)</u> Recommendation 2 (STRONG EVIDENCE) states

		“integrate oral and written English language instruction into content-area teaching.” Recommendation 3 (MINIMAL EVIDENCE) states “provide regular, structured opportunities to develop written language skills;” Recommendation 4 (MODERATE EVIDENCE) states “provide small-group instructional intervention to students struggling in areas of literacy and English language development.” These recommendations were built into the program by emphasizing language use across content and purposes, including speaking and writing tasks. It also includes personalized learning plans targeting specific skill gaps. 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.
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. SPIRE Intensive Reading Intervention incorporates multimodal activities such as multisensory, word-building and tapping routines.		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: 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	25 th percentile or below	25 th percentile or below
1 st Grade	25 th percentile or below	25 th percentile or below
2 nd Grade	25 th percentile or below	25 th percentile or below
3 ^{SDR} Grade	25 th percentile or below	25 th percentile or below
4 th Grade	25 th percentile or below	25 th percentile or below
5 th Grade	25 th percentile or below	25 th percentile or below

Mondo Oral Language Screener

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

Heggerty Phonemic Awareness Screener

Grade Level	BOY	MOY	EOY
Kindergarten	0-5	0-5	0-11
1 st Grade	0-5	0-8	0-11
2 nd 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
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Grade 1	NA	0-9 wpm	0-18 wpm
Grade 2	0-35 wpm	0-35 wpm	0-43 wpm
Grade 3	0-58 wpm	0-78 wpm	0-90 wpm
Grade 4	0-74 wpm	0-94 wpm	0-104 wpm
Grade 5	0-86 wpm	0-108 wpm	0-118 wpm

Benchmark Advance Unit Tests

Grade Level	Units 1-3	Units 4-6	Units 7-9
Kinder	0-59%	0-59%	0-59%
1 st Grade	0-59%	0-59%	0-59%
2 nd Grade	0-49%	0-49%	0-49%
3 ^{SDR} Grade	0-49%	0-49%	0-49%
4 th Grade	0-49%	0-49%	0-49%
5 th Grade	0-49%	0-49%	0-49%

Benchmark Advance Writing Interim Assessments

Grade Level	Interim 1	Interim 2	Interim 3
Grade 2	0-3 (12-point rubric)	0-3 (12-point rubric)	0-4 (12-point rubric)
Grade 3	0-3 (12-point rubric)	0-3 (12-point rubric)	0-4 (12-point rubric)
Grade 4	0-3 (12-point rubric)	0-4 (12-point rubric)	NA
Grade 5	0-3 (12-point rubric)	0-4 (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 2025-2026 FAST assessment PM 3, and student performed below meeting expectation levels (see criteria listed below) on the additional Tier 1 assessments per grade level:

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 (Grades K-5)

Mondo Oral Language Screener (Grade K)

Heggerty Phonological Awareness Screener (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)

Writing Interim Assessments (Grades 2-5)

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)
S.P.I.R.E. Intensive Reading Intervention for Nonreaders and Struggling Readers	N/A State-approved intervention resource	See previous verbiage on pg. 32
AMIRA-Teacher-Led Lessons	MODERATE	AMIRA (Grades K-5) meets ESSA ratings as “MODERATE 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: <u>(Improving Adolescent Literacy: Effective Classroom and Intervention Practices)</u> , 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 <u>(Effective Literacy and English Language Instruction for English Learners in the Elementary Grades)</u> , Recommendation 2 (PROMISING EVIDENCE) states “Provide intensive small group reading interventions,” Recommendation 3 (PROMISING EVIDENCE) states “provide extensive and varied vocabulary instruction,” and <u>(Teaching Academic Content and Literacy to English Learners in Elementary and Middle School)</u> , 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	See previous verbiage on pg. 36.
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: (<u>Foundational Reading Skills to Support Reading for Understanding in Grades K-3</u>), 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 (<u>Providing Reading Interventions for Students in Grades 4-9</u>) 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: (<u>Foundational Reading Skills to Support Reading for Understanding in Grades K-3</u>) 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	See previous verbiage on pgs. 35-36.

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: (<u>Providing Reading Interventions for Students in Grades 4-9</u>), 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 (<u>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade</u>), Recommendation 3 (STRONG EVIDENCE) states “teach students to decode words, analyze word parts, and write and recognize words,” and (<u>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</u>), 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.
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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.

Students with a disability, students with an Individual Education Plan (IEP), and students who are English language learners follow the district’s decision trees for guidance in identifying the specific target area of intervention. The materials that are utilized are listed above and may include: AMIRA, Orton-Gillingham Approaches, Benchmark Advance Hello, Benchmark Advance Steps to Advance, and UFLI.

Students with Disabilities

Name of Program	ESSA Evidence	Verbiage (as needed)
Benchmark Advance Steps to Advance	N/A	See previous verbiage on pgs. 36-37.

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Benchmark Advance Express	N/A	See previous verbiage on pg. 38-39.
Benchmark Advance Hello	N/A	See verbiage on pg. 39.

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 instruction through multisensory approaches.

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

Targeted Response Guidance for Oral Language		
Assessment Type	Administration Audience	Criteria to Add Supplemental (Tier 2) or Intensive (Tier 3) Interventions
Screeners Assessment to Identify Targeted Instruction Mondo Oral Language 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.
Tier One Core Instruction	Suggested Response	
	Tier Two – Supplemental Interventions	Tier Three – Intensified Interventions
Grades K – 5 Frequent opportunities for students to have collaborative conversations Storytelling routines Read aloud and retell frequently. Foster a print-rich environment. Promote oral rehearsal before writing experiences	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 Connect to Literacy – multilingual students 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: - Integrated ELD Support - Read-Alouds - Knowledge Building Topic Library - Reader’s Theater	Progress Monitoring Tools Oral Language PM Probes Primary Retelling Rubric	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 20 th percentile.	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	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.	
Heggerty Phonological Awareness Screener		
Tier One Core Instruction	Suggested Response	
	Tier Two – Supplemental Interventions	Tier Three – Intensified Interventions
Grades K-5 Whole Group – N/A	Grades K – 2 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	
Grades K – 5 Small Group - Intentional practice with phoneme and syllable segmentation and blending to support decoding and encoding tasks	*Grade 2 – Bridge the Gap is intended for use after the Primary Heggerty curriculum is complete	
Tier One Resources to be used: UFLI	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: characteristics of dyslexia Considerations for ELL phonological awareness		

Targeted Response Guidance for Phonics

Assessment Type	Administration Audience	Criteria to Add Supplemental (Tier 2) or Intensive (Tier 3) Interventions
Screener	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.
Assessment to Identify Targeted Instruction		
- Benchmark Advance QPA - CORE Phonics Survey - with additional analysis and correlation to determine placement in Phonics Intervention/Scope and Sequence		
Suggested Response		
Tier One Core Instruction	Tier Two – Supplemental Interventions	Tier Three – Intensified Interventions
Grades K-2 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. SPIRE. Provided by trained support staff/interventionist.	Grades K-2 UF Intensive, individually or in very small groups, is designed for the most intense needs. Provided by a trained interventionist. SPIRE. Provided by trained support staff/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 word work.
Tier One Intensified Response	Grades 3-5	Grades 3-5
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	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 SPIRE. Provided by trained support staff/interventionist	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. SPIRE. Provided by trained support staff/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) 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 - Benchmark Advance Phonics Skill Unit Quick Checks (found in the Overview Assessment Handbook) - 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 - Benchmark Advance Phonics Skill Unit Quick Checks (found in the Overview Assessment Handbook) - 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.		
Tier One Core Instruction	Suggested Response	
	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 3-5 Benchmark Advance Targeted Intervention for Fluency, layered with multi-modal strategies from Reading Rockets Fluency Practices	
Grades 1 5 Increased opportunities for fluency routines and modeling/reteaching of fluency skills		
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	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.
Assessment to Identify Targeted Instruction		
- o i-Ready Diagnostic - o Benchmark Advance Unit Assessments (2-5)		
Tier One Core Instruction	Suggested Response	
	Tier Two – Supplemental Interventions	Tier Three – Intensified Interventions
Grades 2 – 5 Whole Group – Minimum 30 minutes of explicit comprehension instruction using the gradual release model and proactive differentiation Small Group – Differentiated teacher-led small group instruction Gr2_SMALLGROUPS_T1 Gr3to5_SMALLGROUPS_T1_General	Scaffolding for Comprehension Comprehension Framework Overview Tier 2 Guidance Reading Rockets Best Strategies for Comprehension Benchmark Comprehension Intervention Hand To Mind Vocabulary and Comprehension Toolkit	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		
Grades 2 – 5 Whole Group – Increase the use of scaffolds to support students in accessing grade-level texts and benchmarks Small Group - Reteach comprehension skills, strategies, and/or vocabulary routines with additional scaffolds and/or other grade-level passages Gr3to5_SMALLGROUPS_T1_Intensive		
Tier One Resources to be used: Benchmark Advance: - o Texts for close reading - o Word study resources - o Comprehension Quick Checks - o Knowledge Building Topic Library - o Accessing Complex Text ACT NOW Magnetic Reading connected to Tier One instruction for a targeted skill/standard Using Magnetic Reading Comp T1 Flyleaf Close Reading lessons (Grade 2 only)	Progress Monitoring Tools Maze Passages (DIBELS) 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)
Additional Comprehension and Vocabulary Considerations: Comprehension characteristics of dyslexia Vocabulary characteristics of dyslexia Considerations for ELL students' comprehension Considerations for ELL students' vocabulary		

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.](#)

Summer Reading Camps for Retained Grade 3 Students
Schedule: Summer Reading Camp will be held from June 8 to July 2, 2027. It will be a total of 16 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 20 U.S.C. s. 7801(21)(A)(i): 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 word work practice, targeted reading skills focus with an instructional level text or i-Ready scaffolded text, and opportunities for writing in response to the text read.
Alternative Assessment Used: SAT-10, i-Ready and Amira testing will be used

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

Summer Reading Camps for Students in Grades K-5
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 (2x/quarter)
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
Read 180 Phonemic Inventory	☒ 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

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?
				☐ Other
Read 180 Code Placement Assessment	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students All FAST PM3 Level 1 students scoring Level 1 for 3 consecutive years and scoring below 600L on the 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 6 ☒ Grade 7 ☒ Grade 8 ☐ 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
CORE Multiple Measures of Reading 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
Read 180 Oral Fluency	☒ 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 2 times per quarter

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 assessment 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 Middle School Decision Tree for proper student placement into intervention and are provided support as needed.

10. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction?

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, Standards Mastery, iReady Diagnostics, and FAST assessments. Walkthrough observations conducted by Curriculum District Program Specialists and administrators will help monitor the effectiveness of Tier 1 instruction and identify professional learning supports/needs.

11. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

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 word recognition strategies.

12. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

Tier 3 interventions are monitored through Read 180 NWEA Map assessment, Code Placement Assessment, Program Activity Reports, 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
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 2025 – 2026 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 the previous year's i-Ready Diagnostic assessment

Grade 6- 581-608 scale score

Grade 7- 598-615 scale score

Grade 8- 609-631 scale score

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 District 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 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 instructional materials utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
StudySync	2021-2022

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

- 0 Students who score below a Level 3 on the 2025-2026 FAST assessment PM 3 and/or those students scoring well below grade level on 2026-2027 PM 1 and/or PM2 "below grade level" on PM2 benchmarks **and**
- 0 Students scoring two or more grade levels below on iReady AP 2 **or**
- 0 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: Student scores a Level 1 or Level 2 on FAST ELA and/or Students score below grade level on the previous year's Progress Monitoring performance on i-Ready Grade 6- 542-580 scale score Grade 7- 566-597 scale score Grade 8- 583-608 scale score		
Number of times per week interventions are provided: 1-3 times a week (as needed) Number of minutes per intervention session: 10-20 minutes (as needed) Course(s) where interventions take place: ELA and/or Intensive Reading course 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 <i>Words to Words</i> 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	ESSA Evidence Level	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: <u>(Improving Adolescent Literacy: Effective Classroom and Intervention Practices)</u>, Recommendation 1 (STRONG EVIDENCE) states "provide explicit vocabulary instruction;" Recommendation 2 (STRONG EVIDENCE) states "provide direct and explicit comprehension strategy instruction;" Recommendation 4 (MODERATE EVIDENCE) states "increase student motivation and engagement in literacy learning". These recommendations were built into the program by offering each vocabulary term with a photo to support 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: (<u>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</u>), Recommendation 1 (STRONG EVIDENCE) states “provide explicit vocabulary instruction;” Recommendation 2 (STRONG EVIDENCE) states “provide direct and explicit comprehension strategy instruction;” Recommendation 3 (MODERATE EVIDENCE) states, “provide opportunities for extended discussion of text meaning and interpretation;” Recommendation 4 (MODERATE EVIDENCE) states, “increase student motivation and engagement in literacy learning;” Recommendation 5 (STRONG EVIDENCE) states, “make available intensive and individualized interventions for struggling readers that can be provided by trained specialists”. These recommendations were built into the program by offering benchmark-aligned practice for students 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 Program Specialists 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: (<u>Providing Reading Interventions for Students in Grades 4-9</u>), Recommendation 1 (STRONG EVIDENCE) states “provide explicit vocabulary instruction;” Recommendation 2 (STRONG EVIDENCE) states “provide direct and explicit comprehension strategy instruction;” Recommendation 3 (MODERATE EVIDENCE) states, “provide opportunities for extended

		discussion of text meaning and interpretation;" Recommendation 4 (MODERATE EVIDENCE) states, "increase student motivation and engagement in literacy learning". 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 Program Specialists 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: (<u>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</u>), Recommendation 1 (STRONG EVIDENCE) states "provide explicit vocabulary instruction;" Recommendation 2 (STRONG EVIDENCE) states "provide direct and explicit comprehension strategy instruction;" Recommendation 3 (MODERATE EVIDENCE) states, "provide opportunities for extended discussion of text meaning and interpretation;" Recommendation 4 (MODERATE EVIDENCE) states, "increase student motivation and engagement in literacy learning;" Recommendation 5 (STRONG EVIDENCE) states, "make available intensive and individualized interventions for struggling readers that can be provided by trained specialists". 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 Program Specialists for professional learning.
i-Ready Reading Book Unit Lesson	N/A	i-Ready Reading Book Unit Lesson does not meet strong, moderate, or promising levels of

		evidence; however, the following WWC Practice Guide Recommendation(s) support the program: (<u>Providing Reading Interventions for Students in Grades 4-9</u>) Recommendation 1 (STRONG EVIDENCE) states “provide explicit vocabulary instruction;” Recommendation 2 (STRONG EVIDENCE) states “provide direct and explicit comprehension strategy instruction;” Recommendation 3 (MODERATE EVIDENCE) states, “provide opportunities for extended discussion of text meaning and interpretation;” Recommendation 4 (MODERATE EVIDENCE) states, “increase student motivation and engagement in literacy learning”. 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 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, 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.		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
National Geographic Learning: Lift Content Based English	N/A	National Geographic Learning: Lift Content Based English does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: (<u>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</u>), Recommendation 1 (STRONG EVIDENCE) states, “teach a set of academic vocabulary words intensively across several days using a variety of instructional activities;” Recommendation 2 (STRONG EVIDENCE) states, “integrate oral and written English

		language instruction into content-area teaching;" Recommendation 3 (MINIMAL EVIDENCE) states, "provide regular, structured opportunities to develop written language skills;" Recommendation 4 (MODERATE EVIDENCE) states, "provide small-group instructional intervention to students struggling in areas of literacy and English language development". 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 with 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.
Additional 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 "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 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 + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Student scores a Level 1 on FAST ELA and/or Students score two or more grade levels below on the previous year's Progress Monitoring performance on i-Ready Grade 6- 496-541 scale score Grade 7- 542-565 scale score Grade 8- 566-582 scale score		
Number of times per week interventions are provided: 3-5 times per week Number of minutes per intervention session: 30-50 minutes per week Course(s) where interventions take place: Intensive Reading, English Language Development (ELD), Developmental Language Arts-Reading (DLA-R) 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 <i>Words to Words</i> or heritage language to English dictionary to carry with them throughout the school year.		

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)
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: (<u>Providing Reading Interventions for Students in Grades 4-9</u>) Recommendation 1 (STRONG EVIDENCE) states “provide explicit vocabulary instruction;” Recommendation 2 (STRONG EVIDENCE) states “provide direct and explicit comprehension strategy instruction;” Recommendation 3 (MODERATE EVIDENCE) states, “provide opportunities for extended discussion of text meaning and interpretation;” Recommendation 4 (MODERATE EVIDENCE) states, “increase student motivation and engagement in literacy learning”. 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.
i-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: (<u>Providing Reading Interventions for Students in Grades 4-9</u>), Recommendation 3 (STRONG EVIDENCE) states, “routinely use a set of comprehension-building practices to help students make sense of the text”. The following WWC Practice Guide Recommendation(s) support the program: (<u>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</u>), Recommendation 2 (STRONG EVIDENCE) states, “provide direct and explicit comprehension strategy instruction;”

		Recommendation 3 (MODERATE EVIDENCE) states, “provide opportunities for extended discussion of text meaning and interpretation;” Recommendation 4 (MODERATE EVIDENCE) states, “increase student motivation and engagement in literacy learning”. 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 Program Specialists for professional learning.
i-Ready Tools for Instruction	N/A	See previous verbiage on pg. 70.
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: <u>(Providing Reading Interventions for Students in Grades 4-9)</u> Recommendation 1 (STRONG EVIDENCE) states “provide explicit vocabulary instruction;” Recommendation 2 (STRONG EVIDENCE) states “provide direct and explicit comprehension strategy instruction”. 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	See previous verbiage on pg. 70.
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: <u>(Providing Reading Interventions for Students in Grades 4-9)</u> Recommendation 1 (STRONG EVIDENCE) states “provide explicit vocabulary

		instruction;” Recommendation 2 (STRONG EVIDENCE) states “provide direct and explicit comprehension strategy instruction;” Recommendation 3 (MODERATE EVIDENCE) states, “provide opportunities for extended discussion of text meaning and interpretation”. 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, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
I-Ready Phonics for Reading Teacher Toolbox	N/A	See previous verbiage on pg. 74.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Connect to Literacy	NA	See previous verbiage on pg. 39.
What procedures are in place to identify and solve problems to improve the effectiveness of Tier 3 interventions?		
The Secondary Curriculum Director, District Program Specialists, Literacy Leadership Teams, Literacy Coaches, Schoolwide Student Support Teams (SWST), grade-level teams, support staff, and classroom teachers share responsibility for ensuring the fidelity and effectiveness of interventions. Through ongoing PLC and SWST meetings, Tier 3 interventions will be regularly monitored, evaluated, and adjusted based on student data and responsiveness. Professional learning opportunities are provided to support teachers in the continuous problem-solving process across Tier 1, Tier 2 and Tier 3 instruction to ensure that all interventions are research-based and aligned to identified benchmarks.		

Additionally, Literacy Interventionists and Literacy Coaches will meet monthly with ELA and Intensive Reading (IR) Program Specialists to review progress monitoring data and determine targeted areas for additional support.

SCS Middle School Reading Decision Tree

All students must receive high-quality, grade-level Tier 1 reading instruction aligned with the Florida B.E.S.T. Standards.

Decisions about additional reading support—such as supplemental or intensive interventions—should add to, not replace Tier 1 instruction.

If more than 30% of a classroom warrants further problem-solving, a responsive and reflective approach to the T1 instruction should be considered.

Best practice includes both whole group instruction and teacher-led small group differentiated instruction to meet individual student needs.

Reading instruction and interventions should incorporate explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension.

Use the problem-solving matrix below for decision-making.

Beginning of Year Data – If a student meets the following criteria at the beginning of the school year:

- FAST Reading – level 3 and above on PM 3
- At grade level or above results on the previous year's Diagnostic assessment

Tier 1 Instruction should align with Florida's Reading Formula for Success 6 + 4 + T1 +T2 +T3

- *Is aligned to Florida B.E.S.T Standards for Reading*
- *Includes opportunities to provide entry points for ALL students, including students with disabilities and English Language Learners*
- *Incorporate the principles of Universal Design for Learning*
- *Is explicit, systematic, scaffolded, content rich and provides opportunities to write in response to reading*
- *Corrective feedback is essential to daily instruction*
- *Aligned with district expectations, including the district pacing calendar*
- *A clear alignment between the IC4- standards/benchmarks, task, curriculum resource, and outcome*

Core Instructional Resources:

- **Study Sync** -Primary core instructional resource.
- **i-Ready** -online program to identify student needs, personalize learning, and determine progress.
- **ELA Schoology Hub** - District pacing guides and instructional guidance.
- **Planning Toolkits (ALDs)**-B.E.S.T ELA standards, Achievement Level Descriptors, benchmark clarifications, key vocabulary, and F.A.S.T question stems.
- **Spiraled Standards in a Vertical Progression** - Used for scaffolding and acceleration planning.
- **FAST Released Tests**-Aligned practice to support standards mastery and assessment readiness.

Monitoring:

Continue analysis of reading summative assessments & utilize formative assessment to ensure mastery of the B.E.S.T. Reading Standards.

Students who are not showing mastery of benchmarks should receive immediate response and reteaching.

Initiating Problem-Solving

Problem-solving should be initiated for any student who meets the following criteria:

- FAST Reading level 1 and 2 on 25/26 PM3 **and/or**
- FAST Reading level of a 1 on 26/27 PM1 **and/or**
- FAST Reading level of a 1 or 2 on 26/27 PM2
- 3 or more grade levels below on Diagnostic AP1 **and/or**
- 2 or more grade levels below on Diagnostic AP 2
- Consecutive formative assessments, such as Standards Mastery, demonstrating ongoing difficulty in grade-level benchmarks

Then Tier 1 Instruction AND Tier 2 Interventions –

Interventions:

- Are aligned to Florida's B.E.S.T benchmarks
- Address gaps and reduce barriers to students' ability to meet Tier 1 expectations
- Is teacher facilitated to provide systematic, explicit, and interactive small group instruction targeting foundational knowledge and skills gaps
 - Provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback
- Occurs in addition to core instruction

Supplementary Instruction/intervention may include:

- **Study Sync Digital Scaffolds, Spotlight, and Reteach Skills in Core** - Provides structured opportunities to revisit and reinforce skills students have not yet mastered.
- **iReady Tools for Scaffolding and Tools for Instruction** - Provides explicit, small group/teacher-led lessons and differentiated practice opportunities that focus on targeted standards/skills.
- **iReady Standards Mastery A** - Provides a fixed-form mastery check to assess how well a student understands a particular standard.
- **CPALMS**- Provides clear standards alignment/clarification, instructional resources, and progressions to support access to grade level benchmarks.
- **ELA and IR Schoology Hubs**- District pacing guides, instructional guidance and grade-level activities/resources.
- **Planning Toolkits (ALDs)**- Resource to identify what students know and can do at different performance levels, to support targeted, data-driven interventions.
- **Spiraled Standards in a Vertical Planning Progression**-Used for scaffolding, reinforcing priority skills, and targeting students who need additional support.
- **iReady Ready Book** - Provides targeted reading skill practice with built-in scaffolds to build fluency, vocabulary, and comprehension to support striving/reluctant readers.
- **Read 180- Resources for Differentiated Instruction** – Multi-leveled targeted support instruction for Tier 2 within Intensive Reading classroom
- **CORE Vocabulary Handbook**- multi-level, comprehensive reference for vocabulary instruction. Includes research-informed knowledge base and sample lesson models.
- **Core Teaching Reading Resource**- multi-level, comprehensive resource for comprehension instruction. Includes research-informed knowledge base and sample model lessons.

Monitoring:

Frequent progress monitoring data should be used for student growth. Utilize formative assessments targeting skills gaps to ensure mastery of the B.E.S.T. Reading Standards.

Students who are not showing progress towards mastery of benchmarks should receive immediate response and continuation of the problem-solving process. Consider adjusting intensity, strategy and/or frequency of intervention.

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

- FAST Reading – level 1 (indicates need for AIP)
- AND consecutive formative assessments or teacher observation demonstrate difficulty in grade-level benchmarks in one or more of the areas of emphasis for that grade level.

Then Tier 1 Instruction, Tier 2 Interventions, and Tier 3 Intensive Interventions Immediate, intensive intervention:

- Is targeted and intensified instruction based on student need
- Provides small group or one-on-one instruction
- Includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions in addition to core instruction

Intensive, Individualized Instruction/Interventions may include:

- **iReady Tools for Scaffolding Comprehension Instruction** - Provides explicit, small group/teacher-led lessons and differentiated practice opportunities that focus on targeted standards/skills.
- **iReady Phonics for Reading** - Provides a targeted, explicit, and systematic intervention to strengthen foundational skills to become fluent and independent readers of grade-level text.
- **iReady Literacy Tasks** - Provides resources and assessments that measure performance on foundational standards.
- **iReady Tools for Instruction** - Provides targeted and actionable plans/activities focused on specific skills or concepts.
- **UFLI Foundations (MS Interventionists)** - Provides interventions in the early stages of reading acquisition while scaffolding complex text for striving/reluctant readers.
- **Planning Toolkits (ALDs)** - Resource to identify what students know and can do at different performance levels, to support targeted, data-driven interventions.
- **Spiraled Standards in a Vertical Progression** - Used for scaffolding, reinforcing priority skills, and targeting students who need additional support.
- **Read 180 Comprehension** - Targeted intervention for Intensive Reading students to address foundational reading skills and comprehension gaps
- **Read 180 Code** - Targeted intervention for students with significant foundational learning gaps
- **CORE Vocabulary Handbook** - multi-level, comprehensive reference for vocabulary instruction. Includes research-informed knowledge base and sample lesson models.
- **Core Teaching Reading Resource** - multi-level, comprehensive resource for comprehension instruction. Includes research-informed knowledge base and sample model lessons.

Monitoring:

More frequent progress monitoring data should be used to measure student growth towards closing gaps, as well as the effectiveness of the intervention. Utilize formative assessments targeting foundational knowledge gaps to ensure mastery of the B.E.S.T. Reading Standards.

Students who are not showing progress towards mastery of benchmarks should receive immediate response and reteaching, and a continuation of the problem-solving process alongside the problem-solving team.

Grades 9-12

Grades 9-12 AssessmentsFAST				
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
Savvas 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
Savvas 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 ☐ Other
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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?
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 180 Code Placement 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 the 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 ☐ 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 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?
				☒ 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 2 times per quarter
CORE Multiple Measures of Reading 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

PSAT/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
ChalkTalk	☐ 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

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

The High School 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 scoring at Level 3 or higher on FAST receive instruction aligned to their literacy needs through high-quality Tier 1 English Language Arts instruction.

English Language Learners: WIDA Screener and WIDA

Tier 2 Instruction: Students qualify for Tier 2 support based on multiple data sources, including a Level 2 score on any FAST assessment, below-average performance on teacher-created formative and summative assessments, teacher observational (anecdotal) data, performance on *Savvas My Perspectives* unit assessments, and district Common Curriculum Assessments (CCAs) for grades 9 and 10.

Tier 3 Placement in Reading Intervention Based on Diagnostic Results: Students who have scored at Level 1 on FAST PM3 for three consecutive years are placed in Tier 3 interventions through an Intensive Reading course.

Additional data sources are used to determine placement and inform instruction, including the NWEA MAP Growth Assessment, Read 180 Phonics Inventory, Read 180 Code Placement Assessment, Read 180 Code Baseline Scan, and oral reading fluency measures.

Students with IEPs or Limited Response to Intervention: Students with an Individualized Education Plan (IEP), as well as those who demonstrate a limited or insufficient response to Tier 3 interventions, are administered the CORE Measures of Reading. Assessment results are reviewed to determine appropriate next steps and to inform individualized supports.

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.

14. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

To ensure that Tier 1 instruction effectively meets the needs of at least 80% of students, multiple data sources and processes are used to monitor its impact:

Progress Monitoring Data:

- FAST results are analyzed after each administration.
- The percentage of students meeting benchmark expectations is reviewed; if fewer than 80% are on track, Tier 1 instruction is examined and refined.

Common Curriculum-Based Assessments:

- Standards-aligned assessments are administered periodically across the district.
- Results are disaggregated by standard to identify areas requiring responsive instruction.

Classroom Walkthroughs and Observations:

- Administrators and district specialists conduct observations using aligned, research-based instructional frameworks.
- Observation data informs professional learning and coaching priorities.

Data Review and Collaborative Planning:

- School-based teams (e.g., ELA teachers, Literacy Coaches, administrators) engage in regular data analysis discussions.
- Student work, assessment results, and formative data are reviewed to evaluate instructional effectiveness and guide next steps.

Literacy & Data Coach Support:

- Literacy and Data Coaches support teachers in analyzing Tier 1 data, modeling instruction, and co-planning aligned to grade-level standards and appropriate rigor.
- Coaches also monitor students not currently receiving intervention but who may be at risk, ensuring timely instructional adjustments.

Student Growth Trends:

- Trends in student growth over time, within and across grade levels, are analyzed to determine whether Tier 1 instruction is producing sufficient academic progress.

15. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

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 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 word recognition strategies.

16. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

For grades 9–12, structured processes and data-driven procedures are in place to identify challenges and continuously improve the effectiveness of Tier 3 interventions. Students requiring Tier 3 support are identified through multiple data sources, including ongoing checks for understanding embedded within daily instruction, quarterly benchmark assessments, and NWEA MAP assessments administered three times per year. Additional progress-monitoring tools, including FAST PM1, PM2, and PM3, are used to closely track student growth and responsiveness to interventions.

Teachers also utilize Assess to Address checks that target specific standards, allowing for timely identification of skill gaps and the implementation of focused remediation and additional practice. Tier 3 lessons are designed to include intentional remediation strategies and differentiated instruction that align with individual learner needs. These interventions are delivered primarily through teacher-led small group instruction, ensuring targeted support and opportunities for immediate feedback.

Student progress is reviewed regularly through ongoing monitoring of assessment data, which informs instructional adjustments and intervention refinement. This continuous problem-solving cycle ensures that Tier 3 supports remain responsive, effective, and aligned to student needs, ultimately improving academic outcomes for students requiring the most intensive level of intervention.

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, and Performance Activity Reports. The data generated from the Zone and Independent Reading quizzes are 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 grades 9–11, students meet or exceed grade-level expectations (Level 3 or higher) on the previous year’s FAST ELA Reading PM3 assessment. For grade 12, prior-year course grades and LEOC scores are used to determine readiness. Additional indicators, including course performance and beginning-of-year (BOY) assessments, are used to evaluate students’ current skill levels and overall readiness for grade-level instruction.	
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 70% or above and End of Course Assessments 70% or above	
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? The effectiveness of Tier 1 instruction is evaluated through the analysis of multiple data sources, including reading assessment data, lesson plans, PLC discussions, and classroom walkthroughs. Both quantitative (assessment results) and qualitative (observations/ student work) data are collected and analyzed to identify trends and areas of need. Identified areas of weakness are reviewed by the curriculum team and used to design targeted professional learning opportunities to strengthen instructional practices and improve student outcomes. Curriculum Maps and Year-at-a-Glance (YAG) guidance documents are available in Schoology Hub to support English Language Arts teachers in sequencing instruction and aligning to grade-level standards. These resources provide clarity around expected mastery and support PLCs in identifying benchmark tasks, monitoring student progress, and engaging in ongoing problem-solving to strengthen Tier 1 instruction. Teachers implement high-impact, research-based instructional strategies, including the Gradual Release of Responsibility model, to support explicit instruction, guided practice, and meaningful student engagement within 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 demonstrate negative or limited growth between FAST PM1 and PM2 assessments will receive targeted Tier 2 interventions embedded within Tier 1 ELA instruction.	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year are considered for additional Tier 2 support • Grade 9: Students scoring Level 1 or Level 2 on the previous year’s FAST ELA Reading PM3 • Grade 10: Students scoring Level 1 or Level 2 on the previous year’s FAST ELA Reading PM3 • Grades 11–12: Students who have not met concordant score requirements and are performing below expectations on unit assessments	

Ongoing criteria for Tier 2 consideration:

Tier 2 support may be added based on patterns of student performance, including:

- **Negative Growth:** A decrease in performance across progress monitoring windows (e.g., scoring lower on PM2 than PM1, or PM3 than PM2)
- **Stagnant Growth:** Little to no measurable improvement across progress monitoring windows, indicating a lack of sufficient academic progress

Additional data sources used to inform Tier 2 decisions:

- Selection and unit assessment performance
- Formative assessment data
- Gradebook trends over time

Progress toward or attainment of concordant scores

Number of times per week interventions are provided: 1-3 x per week (as needed)

Number of minutes per intervention session: 10-20 minutes (as needed)

Course(s) where interventions take place:

Tier 2 interventions are primarily delivered within the general education, grade-level ELA classroom through targeted instructional supports, including:

- Strategic small-group instruction
- Targeted mini-lessons aligned to identified skill gaps
- Scaffolded reading supports
- Academic vocabulary and language development

For English Language Learners (ELLs), additional supports are provided based on WIDA ACCESS proficiency levels:

- Students scoring 1.0–2.0 are placed in English Language Development (ELD)
- Students scoring 2.0–3.0 are placed in Developmental Language Arts–Reading (DLA-R)

These courses may serve as Tier 2 or Tier 3 interventions, depending on individual student needs. Additionally, all active English Language Learners (LY students) are provided with bilingual (heritage language-to-English) dictionaries to support language development across instructional settings.

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)
Savvas-My Perspectives	N/A	Savvas My Perspectives does not meet strong, moderate, or promising levels of evidence; however, the <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> WWC Practice Guide Recommendation(s) support the program: (<u>Providing Reading Interventions for Students in Grades 4-9</u>), 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 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, <u>if used instead of or in addition to</u> programs above. 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 across progress monitoring assessments will trigger consideration of additional targeted instructional supports.		
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: 9th Grade: Level 1 on the 2025 FAST ELA PM 3 10th Grade: Level 1 on the 2025 FAST ELA PM 3 11th and 12th Grade: not meeting concordant score Students who 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, Savvas My Perspectives unit assessments, and scores on CCAs.		

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

Number of minutes per intervention session: 30-50 minutes per session

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

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.

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 resources, 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 district specialists and 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)
Read 180	STRONG	Read 180 meets ESSA ratings as “STRONG EVIDENCE.” Read 180 differentiates to support all five pillars of reading by providing 1:1 reading tutoring by providing flexible and adaptive instructional resources, 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 district specialists and coaches.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Cengage Time Zones	N/A	Cengage Time Zones does not meet strong, moderate, or promising levels of evidence; however, the <i>improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> WWC Practice Guide Recommendation(s) support the program: (<u>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</u>), Recommendation 1 (STRONG EVIDENCE) states, “teach a set of academic vocabulary words intensively across several days using a variety of instructional activities;” Recommendation 2 (STRONG EVIDENCE) states, “integrate oral and written English language instruction into content-area teaching;” Recommendation 3 (MINIMAL EVIDENCE) states, “provide regular, structured opportunities to develop written language skills;” Recommendation 4 (MODERATE EVIDENCE) states, “provide small-group instructional intervention to students struggling in areas of literacy and English language development.” Cengage Time Zones 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's Multilingual Learning Curriculum and Instruction 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 ongoing support to ensure that READ 180 is 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 Program Specialists.		

SCS High School
All students must receive high-quality, grade-level Tier 1 reading instruction aligned with the Florida B.E.S.T. Standards. Decisions about additional reading support—such as supplemental or intensive interventions—should add to, not replace, Tier 1 instruction. If more than 30% of a classroom warrants further problem-solving, a responsive and reflective approach to the T1 instruction should be considered. Best practice includes a mix of whole group instruction and teacher-led small group differentiated instruction to meet individual student needs. Reading instruction and interventions should incorporate explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension. Use the problem-solving matrix below for decision-making:

Beginning of Year Data – At the start of the school year, multiple data points are reviewed to determine each student’s initial placement and instructional needs. A student is considered on track for grade-level performance when they meet all or most of the following criteria: • Earned a Level 3 or higher on the most recent FAST Reading PM 3 assessment • Demonstrated consistent grade-level proficiency based on prior year grades, classroom assessments, and teacher input • Performed at or above grade-level expectations on Common Curriculum Assessments (CCAs) or other district and school-based measures.
Tier 1 Instruction should align with Florida’s Reading Formula for Success 6 + 4 + T1 +T2 +T3 • <i>Is aligned to Florida B.E.S.T Standards for Reading</i> • <i>Includes opportunities to provide entry points for ALL students, including students with disabilities and English Language Learners</i> • <i>Incorporate the principles of Universal Design for Learning</i> • <i>Is explicit, systematic, scaffolded, content rich and provides opportunities to write in response to reading</i> • <i>Corrective feedback is essential to daily instruction</i> • <i>Aligned with district expectations, including the district pacing calendar</i> • <i>A clear alignment between the IC4- standards/benchmarks, task, curriculum resource, and outcome</i>

Core Instructional Resources:

- **Savvas MyPerspectives Textbook** – Primary core instructional resource
- **Schoology Hub** – District pacing guides and instructional guidance
- **Planning Toolkits** - B.E.S.T ELA Standards with clarifications, Achievement Level Descriptors, Reporting Category Information, and sample question stems
- **Spiraled Standards in a Vertical Progression** – Used for scaffolding and acceleration planning
- **FAST Released Tests** – Aligned practice to support standards mastery and assessment readiness
- **ChalkTalk** – Targeted skill practice and data tracking to support Tier 1 whole-group instruction and/or reteach cycles

Monitoring:

Continue analysis of reading summative assessments & utilize formative assessment to ensure mastery of the B.E.S.T. Reading Standards.

Students who are not showing mastery of benchmarks should receive immediate response and reteaching.

Initiating Problem-Solving

Problem-solving should be initiated for any student who meets one or more of the following indicators:

- Earned a Level 1 on the prior year FAST Reading PM3 assessment, and/ or
- Earned a Level 1 on the current year FAST Reading PM1 assessment, and/ or
- Demonstrates consistent difficulty mastering grade-level standards as evidenced by formative data such as the CCAs

Then Tier 1 Instruction AND Tier 2 Interventions –

Interventions:

- Are aligned to Florida's B.E.S.T benchmarks
- Address gaps and reduce barriers to students' ability to meet Tier 1 expectations
- Is the teacher facilitated to provide systematic, explicit, and interactive small group instruction targeting foundational knowledge and skills gaps
- Provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback
- Occurs in addition to core instruction

Supplementary Instruction/intervention may include:

- **Read 180 for Intensive Reading** - Provides targeted reading intervention and foundational skills support for students requiring significant remediation
- **ChalkTalk** – Strategic skill-building practice with real-time data tracking to inform instructional decisions
- **Nearpod** – District-provided, or teacher-created lessons for intervention and reteaching, which can be delivered in whole group, small group, or individual settings
- **Flocabulary** - High engagement videos and activities to strengthen vocabulary and support instruction aligned to the B.E.S.T. Standards
- **CPALMS**- Provides clear standards alignment/clarification, instructional resources, and progressions to support access to grade level benchmarks.
- **ELA and IR Schoology Hubs**- District pacing guides, instructional guidance and grade level activities/resources.
- **Planning Toolkits (ALDs)**- Resource to identify what students know and can do at different performance levels, to support targeted, data-driven interventions.
- **Spiraled Standards in a Vertical Planning Progression**-Used for scaffolding, reinforcing priority skills, and targeting students who need additional support

Monitoring:

Utilize formative assessments targeting skills gaps to ensure mastery of the B.E.S.T. Reading Standards.

Students who are not showing mastery of benchmarks should receive immediate response and reteaching.

Performance criteria that prompt the addition of Tier 3 Interventions for students not meeting expectations/benchmarks during the school year: • FAST Reading – level 1 (indicates need for AIP) • AND consecutive formative assessments or teacher observation demonstrate difficulty in grade-level benchmarks in one or more of the areas of emphasis for that grade level.
Then Tier 1 Instruction, Tier 2 Interventions, and Tier 3 Intensive Interventions. Immediate, intensive intervention: • Is targeted and intensified instruction based on student need • Provides small group or one-on-one instruction • Includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions in addition to core instruction
Intensive, Individualized Instruction/Interventions may include: • Read 180 - Targeted intervention for Intensive Reading students to address foundational reading skills and comprehension gaps • Savvas MyPerspectives Remediation Resources - Standards-aligned materials connected to core instruction for targeted intervention or remediation • Planning Toolkits (ALDs) - Used to plan differentiated instruction and monitor progress toward proficiency • Spiraled Standards in a Vertical Progression – Integration of previously taught standards to reinforce skills and ensure mastery over time • CORE Vocabulary Handbook- multi-level, comprehensive reference for vocabulary instruction. Includes research-informed knowledge base and sample lesson models. • Core Teaching Reading Resource- multi-level, comprehensive resource for comprehension instruction. Includes research-informed knowledge base and sample model lessons.
Monitoring: Utilize formative assessments targeting foundational knowledge gaps to ensure mastery of the B.E.S.T. Reading Standards. Students who are not showing mastery of benchmarks should receive immediate response and reteaching.

5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)3.g.--k., 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, word 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 with 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 with 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 Supports in the Classroom	Pre-K Educators	BEESS PL Portal - FLDOE vetted and approved. This course provides an overview of Tier 1 Positive Behavior Interventions and Supports (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 build 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 educators 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-Service 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.
Prekindergarten Exceptional Student Education (Formerly TATS) Rock Your Classroom Series	Pre-K Educators	The Technical Assistance and Training System (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. The training's purpose is 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. The project's website has many information links, including some of the following: curriculum, inclusion, program effectiveness, and family involvement.
Prekindergarten Exceptional Student Education (Formerly 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.

Prekindergarten Exceptional Student Education (Formerly 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, and professionalism as an Early Childhood Educator.
Pre-K ESE Cohorts/PLCs	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, and using curriculum resources for early intervention.
VPK Teacher Cohorts—PLC 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, and transitioning to Kindergarten.
Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to	VPK Teachers and Pre-K Educators	Training and Credentialing - Florida DCF (myflfamilies.com) This training is based on the newly revised

Kindergarten (VFSP or SPC3TK)		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 requirements) & All Pre-K Educators	Training and Credentialing - Florida DCF (myflfamilies.com) 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. 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 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 to 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 aims 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 / Literacy Solutions and More This course offers an online professional learning system grounded in the science of reading and prepares teachers to effectively teach reading, diagnose reading issues, and intervene appropriately with 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 participants with an opportunity to acquire a broad knowledge of students with differing profiles, to understand and apply research-based instructional practices by differentiating among process, product, and context. Teachers will engage in the systematic problem-solving process. Developed by the Florida DOE (BEES) 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 build a foundational understanding of the Science of Reading and how evidence-based research informs reading instruction and intervention across grade levels. Participants examine how reading develops, how reading difficulties may present, and how Florida’s Formula for Reading Success supports standards-aligned literacy instruction for all learners, including students with characteristics of dyslexia.
Science of Reading: 6 Components of Reading	K-12 teachers and administrators	This course is designed for K–12 teachers and administrators to deepen their understanding of the six components of reading that drive high-quality literacy instruction in Florida: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Participants explore the progression of each component and the instructional routines that support language comprehension, word recognition, and skilled reading.
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 evidence-based practices for reading instruction. Participants examine how explicit, systematic, scaffolded, differentiated, and feedback-rich instruction supports student learning and how these practices can be applied within core instruction and intensified through intervention for students with reading difficulties.
Science of Reading: Vocabulary Strategies	K-12 teachers and administrators	This course is designed for K–12 teachers and administrators to strengthen their understanding of vocabulary, morphology, and language comprehension as essential components of skilled reading. Participants explore evidence-based vocabulary and morphology instruction and engage in hands-on learning experiences designed to help students transfer word knowledge to comprehension, oral language, and content-area literacy.
Science of Reading: Assessments	K-12 teachers and administrators	This course is designed for K–12 teachers and administrators to examine the four types of assessment that inform instructional decision-making: screening, progress monitoring, diagnostic, and summative assessment. Participants learn how to interpret assessment data, identify student strengths and needs across the components of reading, and use data to plan increasingly targeted instruction and intervention.
Wired for Words: How the Brain Builds Skilled Readers	K-12 teachers and administrators	Participants explore how the brain becomes a reading system, how foundational skills develop, and how fluency, language comprehension, knowledge building, and writing work together to create skilled, independent readers. Through a blend of science, modeling, and application, this course helps educators deepen their expertise and translate evidence-based findings into meaningful instructional decisions for students at every level and how to support students with dyslexia.
Thinking Maps: A Tool to Support Vocabulary Instruction	K-12 teachers and administrators	This professional learning session supports educators in intentionally planning vocabulary instruction using Thinking Maps as a structure for clarity, alignment, and student ownership. Participants will examine how vocabulary practice shifts depending on what students are expected to do with words in a lesson: recognize, understand, use, or transfer. The session emphasizes selecting simple, repeatable routines that match the

		instructional purpose and planning deliberate “vocabulary moves” that increase student independence in speaking and writing. Educators will leave with a practical, ready-to-implement plan grounded in clear instructional decision-making.
Vocabulary in a SNAP – Morphology-based vocabulary	3-12 teachers and administrators	Vocabulary knowledge is a key driver of reading comprehension and academic success. This session introduces educators to morphology-based vocabulary instruction as an efficient way to help students unlock the meaning of unfamiliar words. Participants will explore strategies for teaching prefixes, suffixes, and roots that enable students to analyze and understand complex vocabulary across content areas. Through practical examples and classroom applications, educators will learn how to incorporate quick, meaningful morphology instruction that strengthens word knowledge and supports comprehension.
The Power of Words – Academic Ownership	K-12 teachers and administrators	This session equips teachers with practical, research-based strategies to teach, reinforce, and assess vocabulary across all content areas. Participants will explore ways to help students understand, use, and own new words, integrating technology tools like Nearpod, digital spinners, and interactive word games. Teachers will leave with ready-to-use activities, classroom routines, and assessment strategies to strengthen student comprehension and retention.
Tier 1 Small Groups for Grades 3-12	3-12 teachers and administrators	This session explores effective Tier 1 small group instruction and practical approaches for differentiating learning within the general education classroom. Participants will examine methods for collecting and analyzing data to inform group formation, monitor student understanding, and apply classroom strategies that support all learners. The session emphasizes actionable techniques teachers can implement immediately to increase student engagement and learning outcomes.
Tier 2 Small Groups for Grades 3-12	3-12 teachers and administrators	Tier 2 instruction plays a critical role in supporting students who need additional time and targeted practice to master grade-level skills. This session focuses on designing and implementing effective Tier 2 small group instruction for students in grades 3–12. Participants will explore how to identify skill gaps using data,

		plan focused small group lessons aligned to core instruction, and implement strategies that accelerate learning. Practical examples and planning tools will be shared to help educators create structured, purposeful small group experiences that address specific student needs.
Tier 1 Scaffolds	K-12 teachers and administrators	This session focuses on scaffolding techniques that provide access to grade-level content for all learners. Participants will explore Tier 1 strategies designed to support student understanding while maintaining rigorous standards.
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 Professional Learning	K-12 Literacy Coaches	Literacy Coaches will participate in monthly meetings that are grounded in student-centered coaching practices, science of reading approaches, data analysis, and pedagogy and andragogy.
Monthly District Interventionists Professional Learning	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		
Primary Structured Literacy Practices	K-2 Teachers	This course is designed to develop and teach K-2 grade teachers the UF Lastinger Small Group Literacy Instruction Framework. Facilitated by UF Lastinger Learning, primary 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.

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.
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 with 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	Instructional support staff	This course will provide Interventionists and trained support staff the chance to discover the best practices and resources for this adopted K-3 Reading Intervention materials.
Dyslexia Certification	Select Interventionists, ESE teachers, and Program Specialists	Through the Strauss Reading Initiative, select interventionists and Program Specialists will have the opportunity to receive their dyslexia certification through the University of Florida.
Oral Language	K-2 teachers	This course explores how oral language serves as the foundation for reading comprehension and overall literacy development in the early grades. Participants will learn how to use the Mondo Oral Language Screener to interpret student data and make targeted instructional decisions. Through practical strategies such as retellings and Turn & Talk routines, teachers will discover how to build vocabulary, sentence complexity, and comprehension. Attendees will leave with ready-to-use tools and routines to immediately strengthen oral language and accelerate student reading success.
Think about Thinking: Building Metacognitive Readers	K-2, 3-5 teachers	This professional learning course explores the critical role of metacognition—the awareness and regulation of one’s own thinking—in reading comprehension and learning. Educators will examine strategies that

		empower students to monitor their understanding, adjust reading approaches, and engage actively with complex texts. Participants will learn to model metacognitive thinking, implement practical classroom strategies, and assess students' reflective reading skills. By cultivating metacognitive habits, educators can enhance students' critical thinking, problem-solving abilities, and lifelong learning outcomes.
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 and 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.
Standards Aligned IEPs	K-5 ESE teachers and staff	Standards-Aligned IEPs is a professional learning session designed to strengthen educators' skills in developing high-quality, legally compliant, and instructionally meaningful IEPs. Using state academic standards, vertical progressions, and best practices in specially designed instruction, this session guides participants through the essential components of a strong IEP—from writing clear and objective Present Levels of Academic Achievement and Functional Performance (PLAAFP) to developing measurable, standards-aligned goals that support student access to the general education curriculum. Participants will analyze real examples, identify common pitfalls, collaborate with colleagues, and apply a structured process for aligning standards, student needs, baseline data, goals, and instructional supports.
Scaffolding for ESE Students: Designing	K-5 ESE teachers, K-5 Gen Ed teachers, other staff	This professional learning session helps educators move beyond viewing scaffolding

Supports that Build Independence		as just a strategy and instead understand it as a mindset for supporting student growth. Grounded in learning science and special education best practices, this course explores how to design scaffolds that are intentional, individualized, and temporary so students can successfully access grade-level content while building long-term independence.
Story Champs in Action: Rotations, Rigor, and Classroom Extensions	K-5 ESE teachers	This session is designed for ESE teachers who are already implementing Story Champs and want to deepen their practice. Participants will explore advanced extension strategies, including games, writing integration, and small-group oral language routines. Teachers will leave with practical, ready-to-use ideas that strengthen narrative skills and student independence.
SLPs: Supporting Language and Literacy	District SLPs K-5	This professional learning session focuses on examining standards, curriculum, and instruction through a language lens to support all learners, particularly students with language-based needs. Participants will deepen their understanding of how grade-level standards drive instruction and explore how language development is embedded across literacy and content areas while engaging with vertically aligned, language-connected benchmarks. Through collaborative activities and guided reflection, educators will analyze how metacognitive strategies and explicit language instruction support student access to grade-level content and will explore the intentional use of district core and supplemental resources to align instruction with standards and diverse learner needs. By the end of the session, participants will be equipped with practical strategies—such as read-alouds, modeling, and scaffolded supports—to integrate language, content, and cognition, ensuring all students can meaningfully access and engage with grade-level standards.
Building Better Present Levels: From Sound to Meaning	K-5 District and School EIFs	This professional learning session focuses on building educators' understanding of how foundational reading skills develop from sounds to meaning, grounded in the Science of Reading. Participants will explore the connections between oral language, phonemic awareness, phonics, fluency, and comprehension, and examine key research-based models that explain how students learn to read. Through guided analysis of multiple

		assessment tools, educators will learn what each screener measures—and what it does not—in order to accurately interpret student data and identify specific areas of need. The session emphasizes using this data to inform instruction, align decisions to standards, and select evidence-based practices that target the root cause of reading difficulties. By the end of the training, participants will be equipped to make informed instructional decisions, support struggling readers with precision, and apply their learning to IEP development, intervention planning, and collaborative problem-solving.
ESE On-Boarding: Back to the Basics with Standards and Curriculum	New to ESE K-5 teachers	This professional learning session provides an overview of essential components for supporting students with disabilities within the general education setting, grounded in standards, instructional practices, and curriculum. Participants will deepen their understanding of how grade-level standards drive instruction for all learners and explore how to use vertical progression to scaffold learning and support access to rigorous content. The session emphasizes the integration of specially designed instruction (SDI) within Tier 1, the use of high-leverage practices, and strategies for increasing instructional intensity while maintaining grade-level expectations. Educators will also examine district resources and tools to support planning and implementation, with a focus on creating equitable access, promoting student independence, and ensuring alignment between instruction, intervention, and the general education curriculum.
Middle School (6-8)		
Progress Monitoring Updates	Middle School teachers, coaches, and administrators	This course provides instructional staff with an overview of Tier 1 Progress Monitoring tools.
Exploring Study Sync: Diving into Supplemental Resources	Middle School teachers, coaches, and administrators	This course guides 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, coaches, and administrators	This course provides instructional staff with how to implement small group instruction as responsive teaching and learning.
Explicit Vocabulary Instruction	Middle school teachers, coaches, and administrators	This course provides an overview of explicit vocabulary instruction and how to implement it within their content area.

Explicit Writing Instruction	Middle School teachers, coaches, and administrators	This course provides instruction on implementing explicit writing instruction
TechActive to Support Literacy for All	Middle School teachers, coaches, and administrators	This course provides 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, coaches, and administrators	This course provides 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 educators play a role in developing students' comprehension, analysis, and communication skills necessary for success on state assessments and beyond.
Transition Planning: Supporting Striving Readers	Middle School Intensive Reading teachers, coaches, and administrators	This course provides Intensive Reading (IR) teachers with an exploration of how to support the foundations of reading while incorporating high complexity text through Read 180.
Supporting Exceptional Students in the IR Classroom	Middle School Intensive Reading teachers, coaches, and administrators	This course provides 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, coaches, and administrators	This course provides participants with a thorough analysis of the BEST ELA Standards for 6th – 8th grade. ALDs are 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 within the Gradual Release of Responsibility Model
Checking for Understanding in the ELA Classroom	Middle School teachers, coaches, and administrators	This course provides participants with information regarding implementing Checking for Understanding as a best practice to support Responsive Teaching during Tier 1 instruction.
Lesson Internalization	Middle school teachers, coaches, and administrators	This course provides an opportunity for participants to build capacity to anticipate and respond to student needs through

		preparation of materials for differentiated support.
High School (9-12)		
Progress Monitoring Updates	High school teachers, coaches, and administrators	This course provides instructional staff with an overview of Tier 1 progress monitoring tools and their use in informing instruction.
Oral Fluency and Comprehension	High School teachers, coaches, and administrators	This course provides instructional staff with an overview of oral reading fluency and its connection to comprehension.
Explicit Vocabulary Instruction	High School teachers, coaches, and administrators	This course provides instructional staff with an overview of explicit vocabulary instruction and strategies for implementation across content areas.
Explicit Reading Strategies	High School teachers, coaches, and administrators	This course provides instructional staff with an overview of evidence-based reading strategies and their application across content areas.
Explicit Writing Instruction	High School teachers, coaches, and administrators	This course provides instructional staff with an overview of explicit writing instruction and strategies to support student writing across content areas.
Small Group Frameworks Implementation	High School teachers, coaches, and administrators	This course provides instructional staff with guidance on implementing small-group instruction as a responsive approach to teaching and learning within Tier 1.
BEST Standards and Evidence-Based Reading Practices	High School teachers, coaches, and administrators	This course engages participants in a deep analysis of the B.E.S.T. ELA Standards (grades 9–12). Achievement Level Descriptors (ALDs) are used to support backward planning and the implementation of high-leverage reading practices, including reciprocal teaching, close reading, and text-based questioning. Strategies for scaffolding commonly challenging standards are modeled.
Integrating Literacy Strategies Across Content Areas	High School teachers and administrators	This course provides practical strategies to support students' reading, writing, and critical thinking across content areas. Emphasizes integration of literacy practices, such as text annotation, academic vocabulary routines, and evidence-based writing, while maintaining focus on discipline-specific goals and alignment to the B.E.S.T. Standards.
Modeling and Direct Instruction in the English Language Arts Classroom to Enhance Tier 1 Instruction	High School teachers, coaches, and administrators	This course provides participants with a deeper understanding of Tier 1 instructional best practices through the application of the Gradual Release of Responsibility model.
Checking for Understanding in the ELA Classroom	High school teachers, coaches, and administrators	This course provides participants with information regarding implementing Checking for Understanding as a best practice to support Responsive Teaching during Tier 1 instruction.

Using Scaffolds to Support Literacy Instruction	High school teachers, coaches, and administrators	This course builds participants' capacity to anticipate and respond to student needs through intentional scaffolding, including planning for access to grade-level content and providing responsive, in-the-moment instructional support.
Lesson Internalization	High school teachers, coaches, and administrators	This course builds participants' capacity to anticipate and respond to student needs through preparation of materials for differentiated support.

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 the educator's needs. 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 Prekindergarten Exceptional Student Education (PESE), formerly known as 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. 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 offer 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:

- **Principles of Excellent Instruction:** 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, the implementation of district initiatives, and the provision of 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, 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	Amira is an advanced, AI-driven reading solution designed to support literacy development through integrated assessment,

	Deficiency in Reading or in need of Tier 2/3 intervention	instruction, and tutoring. Sarasota County Schools (SCS) uses Amira as its Universal Dyslexia Screener (UDS).
Elementary ESOL Tutoring	1st-5 th 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.p., 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:

New Worlds Reading Initiative:

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

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.

Thrive by Five:

Thrive by Five is a newly elevated component of the Strauss Literacy Initiative, emphasizing early prevention and dyslexia awareness before formal reading difficulties emerge. Serving families with children from PreK through Kindergarten, Thrive by Five engages caregivers through hands-on literacy events, take-home materials, and practical strategies that build oral language, print awareness, and school readiness. By strengthening foundational skills early—particularly in Title I communities—the initiative reduces the likelihood of later reading difficulties and supports long-term literacy success in grades 1–3. Thrive by Five aligns with the broader Strauss Literacy Initiative by prioritizing early identification, family engagement, and coordinated community support as essential drivers of equitable literacy outcomes.

8) Highly Effective Teachers ([Rule 6A-6.053\(9\)\(b\)3.f., F.A.C.](#))

Describe how the district prioritizes the assignment of highly effective teachers, as identified in [s. 1012.34\(2\)\(e\), F.S.](#), 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 the 2026-2027 school year, SCS will implement a district-wide year-long professional learning experience with all second-grade and kindergarten teachers that will be ongoing and job-embedded. This work will be in partnership with UF/Lastinger Center and The Community Foundation of Sarasota County. 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:

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
TC	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.
TC	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.
TC	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.
TC	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist, and a lead teacher, as applicable.
TC	e. All Literacy Coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
TC	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.
TC	g. Literacy Coaches are assigned to schools with the greatest need based on student performance data in reading.
TC	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
TC	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:

Terry Connor

Terry Connor, Superintendent

Date:

7/21/26