

District K-12 Comprehensive Evidence-Based Reading Plan

Annually, school districts must submit a K-12 Comprehensive Evidence-Based Reading Plan (CERP) by June 15 for the purpose of supporting increased student achievement in literacy and closing achievement gaps. In order to assist districts, the Department has developed the attached format for district reading plans. Districts may utilize the Department's format or an alternative developed by the district school board. The comprehensive reading plan must be approved by the applicable school board, charter school governing board, or lab school board of trustees, for the specific use of the evidence-based reading instruction allocation. By July 1 of each year, the Department will release to each school district its allocation of appropriated funds pending plan submission.

The District K-12 CERP depicts and details the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning of the B.E.S.T. English Language Arts Standards as provided in [Rule 6A-1.09401, Student Performance Standards, Florida Administrative Code \(F.A.C.\)](#). This information is reflected for all schools and grade levels and 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 Florida Department of Education's contact for the District K-12 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.**

Point of Contact	Name	Email	Phone
Main Reading Contact	Shannon Blount	blounts@martinschools.org	772-219-1200 x30144
Data Element	Valerie Cooper	cooperv@martinschools.org	772-219-1200 x30267
Third Grade Promotion	Dr. Mary White	mcwillm@martinschools.org	772-219-1200 x30180
Multi-Tiered System of Supports	Dr. Vanessa Muto	mutov@martinschools.org	772-219-1200 x30162
Professional Development	Heather Platt	platth@martinschools.org	772-219-1200 x30289
Assessment	Dr. Greg Laws	lawsg@martinschools.org	772-219-1200 x30271

2) District Budget for Evidence-Based Reading Allocation ([Rule 6A-6.053\(2\), F.A.C.](#))

Reading Allocation Budget Items

The evidence-based reading instruction allocation is created to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional development, assessment, programs/materials, tutoring, and incentives required to effectively implement the district's plan. Budget must prioritize K-3 students with substantial deficiencies in reading.

Reading Allocation Budget Item	Amount	FTE (where applicable)
Amount of District Evidence-Based Reading Instruction Allocation	*\$1,179,783.00	
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Section (s.) 1002.33(7)(a)2.a. and s. 1008.25(3)(a), Florida Statutes (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.</i>	\$118,738.00	
Elementary Expenses		
Literacy coaches	\$242,000.00	
Intervention teachers	\$180,000.00	
Scientifically researched and evidence-based supplemental instructional materials	\$250,000.00	
Secondary Expenses		
Literacy coaches	\$70,000.00	
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	\$75,000.00	
K-12/PreK Expenses		
Professional development to help K-12 instructional personnel and certified PreK teachers learn about the science of reading and evidence-based literacy instruction, materials, and assessment.	\$69,045.00	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification	0	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential	0	
Additional PreK-Grade 5 evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	\$175,000.00	
Sum of Expenditures	1,179,783.00	

*This amount is based off the sum given for 2022-23 SY. This total will be adjusted once the FEFP is calculated for 2023-24 SY.

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(1\)\(d\), F.A.C.](#))

For each grade, PreK-10, establish clear and measurable student literacy achievement goals based on the Florida Assessment of Student Thinking (FAST). Goals for plan year should increase from previous year in order to meet statewide literacy achievement goals.

Florida Assessment of Student Thinking (FAST)				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above
PreK	12%	68%	7%	73%
K	14%	69%	9%	74%
1	13%	58%	8%	63%
2	19%	59%	14%	64%

Florida Assessment of Student Thinking (FAST)				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
3	42%	25%	37%	30%
4	26%	48%	21%	53%
5	35%	43%	30%	48%
6	39%	37%	34%	42%
7	39%	39%	34%	44%
8	45%	35%	40%	40%
9	40%	38%	35%	43%
10	43%	37%	38%	42%

B. School Literacy Leadership Teams ([Rule 6A-6.053\(3\), F.A.C.](#))

Schools are required to establish a School Literacy Leadership Team.

1. Describe the process the principal will use to form and maintain a School Literacy Leadership Team, consisting of a school administrator, literacy coach, media specialist, lead teachers, and other relevant team members, as applicable.

As the Principal determines key personnel to invite to be part of their School Literacy Leadership Team, a roster is created as a Google Doc and submitted to the District Reading Contact and Director of Curriculum and Instruction. As the monthly meetings are conducted, the agendas are also submitted in the Google folder.

2. Describe how the School Literacy Leadership Team requirement is communicated to principals, including how School Literacy Leadership Teams use data to establish literacy goals and take strategic action to improve literacy achievement for all students.

Since the expectation of a School Literacy Leadership team has been established in previous years, only a reminder will need to be communicated at the start of the school year and during School Improvement Plan meetings. The prior year's data, on which to establish literacy goals, is housed in DecisionEd (the Martin County School District's data warehouse) and is readily available

to each site to disaggregate data. Once 2023-24 students' data is generated from the State's coordinated screening and progress monitoring system and the school site English Language Arts summative assessments begin to populate in the vendor platform, the data can be uploaded into DecisionEd and reviewed at the monthly School Literacy Leadership Team meetings. Action plans should be formulated based on the data and revisited monthly.

C. Plan Implementation and Monitoring ([Rule 6A-6.053\(7\), \(8\), F.A.C.](#))

Districts must monitor the implementation of the District K-12 CERP at the district and school level.

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	K-5 FAST-STAR and FAST ELA Reading, 3x/yr; K-5 <i>Benchmark Advance</i> Unit Assessments, every 3 wks.; monthly district learning walkthrough data	K-5 <i>Benchmark Advance</i> Unit Assessments (every 3 wks) and, possibly, <i>Benchmark Advance</i> weekly assessments (not required at all school sites); <i>Foundations</i> Unit Assessments, <i>easyCBM</i> , school level walkthrough data collected weekly.
Grades 6-8		
Data that will be collected and frequency of review	Grade 6-8 FAST ELA Reading, 3x/yr; <i>Savvas</i> Unit Assessments, quarterly; monthly district learning walkthrough data	Grade 6-8 FAST ELA Reading, 3x/yr; <i>Savvas</i> Unit Assessments, quarterly; <i>Lexia's PowerUp</i> diagnostic, ongoing; school-level walkthrough data collected weekly.
Grades 9-12		
Data that will be collected and frequency of review	Grade 9-12 FAST ELA Reading, 3x/yr; monthly district learning walkthrough data	Grade 9-12 FAST ELA Reading, 3x/yr; <i>Savvas</i> Unit Assessments, quarterly; Grade 9-10 <i>Lexia's PowerUp</i> diagnostic, ongoing; Grade 9-12 <i>iXL</i> Diagnostic, school-level walkthrough data collected weekly
Actions for continuous support and improvement	Depending on what the data says, support may be given via district-wide mini professional development in a weekly flyer or via a district-wide professional development early release or full-day. School-based/individual teacher support may warrant a district instructional coach or literacy coach working with a	Each school's grade-level PLCs meet weekly and the Multi-tiered System of Support (MTSS) team meets monthly to problem solve based on the data. Support may be given via a school-based literacy coach or a district Instructional coach may be deployed based on need.

	grade-level team and/or teacher during Professional Learning Communities (PLCs).	
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2. How are concerns communicated if it is determined that the District K-12 CERP is not being implemented with fidelity?

Not all schools have a full-time literacy coach, but those that do will attend the monthly coaches' meeting in which concerns are shared and subsequently addressed. The Prevention/Intervention Program Specialists work closely with the schools' MTSS teams as well as the Coordinator of Reading/Language Arts; ongoing communication allows for concerns to be communicated at monthly MTSS meetings. Monthly meetings with elementary, middle and high administrators are also a vehicle in which concerns are addressed.

3. Describe what has been revised to improve literacy outcomes for students in the district's K-12 CERP based upon the District K-12 CERP Reflection Tool and a root-cause analysis of student performance data.

As a result of the reflection tool in 2022-23, a district literacy team was established and meets twice a month.

An area for improvement noted in this year's CERP Reflection Tool was in the area of school-based administrators' training in scientifically-based reading research and evidence-based practices. Currently there are two assistant principals attending the Florida Center for Reading Research's Literacy Leadership Professional Development Series. Based on further slots being offered to Martin County, it is expected that more leaders will attend in 2023-24.

4. Describe the process used by principals to monitor implementation of the reading plan, including frequent reading walkthroughs conducted by administrators.

Principals utilize a walkthrough tool which collects data showing daily walks and cumulative walks by the principal and assistant principals. (The Practice Profiles by Just Read, FL and the Florida Center for Reading Research are being examined for possible use in 2023-24.) Administrators evaluate the "look-fors" to determine areas of need and items which need further action. Assistance is deployed by the district based on needs determined by the administrator.

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

Principals are able to pull data directly from the F.A.S.T. portal, the English Language Arts vendor's platform or Focus; however, Martin County utilizes DecisionEd which allows a deeper dive into schoolwide data. Data can be disaggregated by grade level, teacher or individual student. After examining students' Access for ELLs data, the "WIDA Can Do Descriptors" are also used as a guide to help plan instruction to support students who speak another language. School principals have a variety of ways to display this data in order to monitor it. Google and Excel seem to be of preference to administrators when tracking across assessments at a school site in order to see improvement or areas of growth.

4) Literacy Coaches/Coaching ([Rule 6A-6.053\(6\), F.A.C.](#))

A. Literacy Coaches ([Rule 6A-6.053\(6\)\(a\), F.A.C.](#))

Literacy coaches should be assigned to schools determined to have the greatest need based on student performance data in reading. Districts can use the Just Read, Florida! literacy coach model or explain the evidence-based coaching model used in the district and how the district will monitor the implementation and effectiveness of the coaching model.

Describe how schools with the greatest need based on student performance data in reading are selected for coach services and supports.

Knowing that Reading Allocation funds are to be prioritized for K-3 substantially reading deficient students, K-3 data for Martin County's twelve elementary schools was examined. K-2 students' F.A.S.T.-STAR and 3rd grade F.A.S.T. ELA Reading Progress Monitoring 2 (PM2) scores were used to determine schools with the most need. An [elementary rubric](#) was created. The district literacy coaches' time will be distributed accordingly in 2023-24. For instance, at the elementary school with the highest total score, designating the highest percentage of substantially reading deficient students relative to their size (total K-3 students), one position is allocated to their site full time in the reading plan budget. The school may choose to designate that allocation to an interventionist position or a literacy coach. The other district elementary coaches will have their time prioritized at the remaining schools based on their level of need. Any secondary coach positions are funded out of the schools' allocations, not reading plan; however, one secondary district coach has been designated to serve five middle schools, three high schools, and two alternative sites in support of their intensive reading teachers/students. (See [secondary rubric](#).)

B. The Just Read, Florida! Literacy Coach Model ([Rule 6A-6.053\(6\)\(c\), F.A.C.](#))

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches:

- Provide professional development on the following:
 - The major reading components, as needed, based on an analysis of student performance data;
 - Administration and analysis of instructional assessments; and
 - Providing differentiated instruction and intensive interventions.
- Model effective instructional strategies for teachers in whole and small group instruction;
- Collect and use data on instructional practices to inform and implement professional learning activities;
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction;
- Coach and mentor teachers daily;
- Work with teachers to ensure that evidence-based reading strategies and programs grounded in the science of reading are implemented with fidelity;
- Participate in literacy leadership teams;
- Continue to grow professionally to increase knowledge of and ability to apply effective pedagogy and andragogy;
- Prioritize time to teachers, activities, and roles that will have the greatest impact on student achievement in reading; and
- Work with school principals to plan and implement a consistent program of improving reading achievement using evidence-based strategies that demonstrate a statistically significant effect on improving student outcomes.

Literacy coaches must possess the following:

- A minimum of a bachelor's degree and reading endorsement or K-12 certification in reading;

- Effective or highly effective rating from the most recently available evaluation that contains student performance data;
- Specialized knowledge of evidence-based reading instruction grounded in the science of reading, infusing evidence-based reading strategies into content area instruction;
- Special expertise in quality reading instruction and infusing reading strategies into content area instruction;
- Data management skills;
- Strong knowledge base in working with adult learners;
- Excellent communication skills; and
- Outstanding presentation, interpersonal, and time-management skills.

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

1. Is the district using the Just Read, Florida! literacy coach model?

Yes/No

No

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

Martin County School District uses the Jim Knight Instructional Coaching Model: A Partnership Approach to Improving Instruction. Jim Knight's model is research-based and emphasizes a job-embedded approach. Coaches provide the assistance and encouragement necessary to implement new programs that improve student learning.

Coaches are required to take the [Corwin course](#) by Jim Knight which explains the essential skills that instructional coaches need, including getting teachers on board, providing model lessons, observing teachers, and engaging in reflective conversations. Resources on the [coaching cycle](#) are provided. The course shows coaches how to have learning conversations, build emotional connections, observe, model, collaborate, listen, and facilitate reflection with adult learners.

The cycle has the coach and teacher collaborating to identify a measurable, student-focused PEERS goal¹ in the area of content planning, formative assessment, instruction, or community building/behavior. Data collected helps to determine the effectiveness of the practice in reaching the intended goal.

¹ PEERS Goal: **P**owerful (Is it worth doing?); **E**asy (Is it doable?); **E**motionally Compelling (Is the teacher invested in it?); **R**eachable (Is it measurable? Is the specific strategy identified?); **S**tudent-focused (Is it measurable in terms of student impact?)

3. How is the literacy coach model being communicated to principals?

Although the Just Read, Florida! Coaching Model is not used, the expectations for coaches are similar to those of an instructional coach in the Jim Knight Coaching Model. Those expectations are shared with principals at the start of each school year; however, it has been a challenge for all sites to allow coaches to provide daily support to classroom teachers when, in some cases, the coaches are acting as teachers when there is a teacher vacancy.

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

Monthly meetings are established to provide opportunities for collaboration, updates, and professional development. The K-5 ELA Program Specialist mentors elementary coaches and provides on-site support throughout the year.

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 development based on need?

At the monthly meetings, and weekly visits at the schools with the most need (i.e. BSI-Bureau of School Improvement sites), the K-5 ELA Program Specialist and/or K-12 Coordinator of Reading/Language Arts, in collaboration with the Director of Assessment/Accountability, coaches engage in data analysis so that they are able to model the practice with their teachers. Mentor coaching is also provided as well as ongoing professional development whether in-district or in attendance at PD provided by the State Regional Literacy Director (SRLD) or professional organizations such as Just Read, FL! or the Florida Literacy Association.

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

District-based coaches, paid out of the reading plan, are required to submit a Google Coaching Form which documents time in specific categories in order to monitor the proportionate share of time given across any given week/month. Elementary coaches' predominance of time is to be spent with K-3 teachers. The form is able to capture data reflecting the coach model.

5) K-12 Assessment, Curriculum, and Instruction

A. Florida's Formula for Success ([Rule 6A-6.053\(9\)\(a\), F.A.C.](#))

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic, and summative assessment;
- **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 C.F.R. 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; and
 - **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; and occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency. All intensive reading interventions must be delivered by instructional personnel who possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#), or are certified or endorsed in reading.

1. Describe how the district will align K-12 reading instruction to Florida's Formula for Success for all students including students with a disability and students who are English language learners.

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

offering students opportunities to practice the targeted skills and to receive feedback. This Tier 2 instruction is in addition to the core reading instruction.

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

2. Describe your public school PreK program's plan for assessment, standards, curriculum, instruction, and support to meet the needs of all learners.

PreK programs utilize Star Early Literacy and informal, program-created instruments to assess children. Data from these assessments is used to drive instruction at the student, class, and program levels. Standards-based instruction occurs in the classrooms using the aligned curriculum and is assessed utilizing standards-based progress monitoring in the district's student information system, FOCUS. The curriculum used by the program is a VPK approved curriculum, *The Investigator's Club*. This curriculum is inquiry-based and can be scaled up or down based on students' needs. *Heggerty Pre-K Phonemic Awareness Curriculum* is a supplemental curriculum used to increase phonological awareness skills in preschool aged children. Instruction in the program is child-centered and play-based, utilizing the core and supplemental curricula, walkthroughs by program leadership, and coaching from resource teachers to ensure quality instruction. Students are screened using evidenced and research-based screeners in their first forty-five days in the program. Any concerns are addressed either through rescreening after another set period of time or referral to the district's exceptional student education department for evaluation. Differentiated instruction is noted on lesson plans and implemented for students requiring additional support.

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(9\)\(d\), 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 screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. For students in the Voluntary Prekindergarten Education Program through grade 10, the coordinated screening and progress monitoring system must be administered pursuant to [s. 1008.25\(8\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.
- Targeted audience (grade level);
- Performance criteria used for decision-making for each instrument at each grade level;

- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and interventions that address the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided, and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential; and
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency, 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 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 PreK-5

1. Grades PreK-5 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades PreK-5 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades PreK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST Star Early Literacy	<input checked="" type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST Star Reading	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year

Name of the Assessment	Target Audience (Grades PreK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
	<input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension		<input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST ELA Reading	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
<i>Benchmark Advance Foundational Screener</i>	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input checked="" type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
<i>Benchmark Advance Weekly Assessments</i>	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input checked="" type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
<i>Benchmark Advance Unit Assessments</i>	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other (every 3 wks)
<i>Benchmark Advance Quick Check Assessments</i>	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input checked="" type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year

Name of the Assessment	Target Audience (Grades PreK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension		<input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
<i>easyCBM</i>	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input checked="" type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

2. Identification of K-5 Students with a Substantial Reading Deficiency ([Rule 6A-6.053\(10\), F.A.C.](#))

In accordance with [s. 1008.25\(4\)\(c\), F.S.](#), students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial reading deficiency if the following criteria are met:

- For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle, or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension;
- For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
 - Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

- 2a. Describe the district's process for identifying grades K-5 students in need of Tier 2/Tier 3 interventions. For K-3 students, Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.**

Once students have begun taking beginning-of-the-year assessments, the K-5 Decision Tree assists in outlining criteria to be used in the identification process. The Multi-tiered System of Support (MTSS) team problem-solves to make decisions for placement in a Tier 2/Tier 3. If a student meets the criteria for substantial reading deficiency, then Tier 3 interventions are designated and the students are assigned to a teacher who is reading endorsed or reading certified. Grade 4-5 students deemed substantially reading deficient, as outlined in the Decision Tree, are also recommended for Tier 3 interventions.

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.

Beginning of year data

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

K-2:

- F.A.S.T.—STAR: 25th percentile or above
- *Foundations* Unit Assessments: 80% or above

3-5:

- F.A.S.T. ELA Reading: Level 3 (On grade level) or higher

K-5 students meet the following criteria throughout the year:

Benchmark Advance Florida Unit Assessments: 60% or above

THEN TIER 1 Only

Core Instruction

K-2:

- *Benchmark Advance Florida*—[Moderate to Promising Evidence](#)
- *Heggerty's Phonemic Awareness Curriculum*, by Literacy Resources, LLC, (K-1 only)—[Strong Evidence](#)
- *Foundations* by Wilson Language Training—[Strong Evidence](#)
- *Geodes* by Great Minds in collaboration with Wilson Language—[Moderate to Strong Evidence](#)

3-5:

- *Benchmark Advance Florida*

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

- Students maintain 60% or above on the *Benchmark Advance* Unit Assessments
- Students maintain 80% or above on Wilson's *Foundations* Unit Tests
- Students maintain 25th percentile or above on F.A.S.T.-STAR or Level 3 (On grade level) or higher on F.A.S.T. ELA Reading

Explain how the effectiveness of Tier 1 instruction is monitored.

Tier 1 instruction is monitored through data chats, PLCs, classroom walkthroughs, *Foundations* Unit Assessments, and *Benchmark* Unit Assessments.

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

- PLC Guiding Questions
 - What do we want students to know and be able to do?
 - How will we know if they learn it?
 - How will we respond when some students do not learn?
 - How will we extend the learning for students who are already proficient?
- Weekly/monthly data chats,
- School problem solving teams, and
- Coaching by administrators, school-based and/or district-based literacy/instructional coaches are in place to improve effectiveness of Tier 1 instruction.

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

- Students are deficient (40-59%) on their *Benchmark Advance* Unit Assessments
- Students are not meeting expectations nor approaching expectations on their *Foundations* Unit Tests
- Students are below the 24th percentile on their F.A.S.T.-STAR or earning a Level 2 or lower on F.A.S.T. ELA Reading

Beginning of year data
<p>IF: Student meets the following criteria at the beginning of the school year:</p> <p>K-2:</p> <ul style="list-style-type: none"> F.A.S.T.--STAR: 10th-24th percentile <i>Foundations</i>: below 80% on unit assessments, then reteach; if student does not respond to the reteach, then provide 3-day intervention plan <p>3-5:</p> <ul style="list-style-type: none"> F.A.S.T. ELA Reading: Level 2 (Below Satisfactory) <p>K-5 students meet the following criteria throughout the year: <i>Benchmark Advance Florida</i> Unit Assessments: 40-59% (Further diagnosis may be done through the use of <i>Benchmark Advance FL</i> Foundational Skills Screeners, <i>easyCBM</i>, or an Oral Reading Record.)</p>
THEN TIER 1 Instruction and TIER 2 Interventions
<p>Supplemental Instruction/Interventions</p> <p>K-1:</p> <ul style="list-style-type: none"> <i>Heggerty's Phonemic Awareness</i> (PreK or additional targeted dose of K or primary): <i>Wilson's Foundations</i> 3-Day Intervention Plan <p>K-2:</p> <ul style="list-style-type: none"> <i>Wilson's Foundations</i> 3-Day Intervention Plan <i>Geodes</i> Readable Texts with <i>Foundations</i> 3-Day Intervention Plan <i>Heggerty's Bridge the Gap</i>: IES Practice Guide—Strong Evidence <p>2-5:</p> <ul style="list-style-type: none"> <i>Heggerty's Bridge the Gap</i>: IES Practice Guide—Strong Evidence <i>Quick Reads</i>—Strong Evidence <p>3-5:</p> <ul style="list-style-type: none"> <i>Curriculum Associates' Phonics for Reading</i>--Strong Evidence <p>K-5:</p> <ul style="list-style-type: none"> <i>Benchmark Advance Florida</i> Interventions <i>Story Champs</i>—Strong Evidence
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.</p> <ul style="list-style-type: none"> <i>Strategic Instruction Model (SIM)</i> Strategies—Strong Evidence <i>Imagine Learning</i>—Promising Evidence: NES (Non-English Speaking) or LES (Limited English Speaking), along with students that have achieved an overall composite score of 1.0-2.9 on the statewide English proficiency assessment (WIDA Access for ELLs 2.0) are required to have a language acquisition program.
<p>For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.</p> <p>See Supplemental Instruction/Interventions</p>
<p>Number of times per week interventions are provided:</p> <ul style="list-style-type: none"> 2-5 days/week

Number of minutes per intervention session:

- 15-30 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.

Monthly progress monitoring will evaluate whether Tier 2 interventions are having the desired effect; oversight by the school's full-time Program Intervention Prevention Specialist and the MTSS problem-solving team will also aid in monitoring.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

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

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

Students exhibiting a questionable or poor performance on assessments aligned to the interventions in comparison to their peers will prompt the problem-solving team to meet to determine the addition of Tier 3 interventions.

Beginning of year data

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

K-2:

- F.A.S.T.--STAR: Below the 10th percentile or is unable to complete the practice items on the designated grade-level assessment and
- Demonstrated through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension
 - *Foundations*: below 80% on unit assessments, then reteach; if student does not respond to the reteach and/or 3-day plan, then provide 5-day intervention plan
 - *Benchmark Advance Florida* Unit Assessments: 0-39%

Grade 3:

- F.A.S.T. ELA Reading: Below the 20th percentile and
- Demonstrated through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- Level 1 on the end of the year statewide, standardized English Language Arts assessment

Grade 4-5:

- F.A.S.T. ELA Reading: Level 1 (Inadequate)

Grade 3-5 students meet the following criteria throughout the year:

Benchmark Advance Florida Unit Assessments: 0-39%

(Further diagnosis may be done through the use of *Benchmark Advance FL* Foundational Skills Screeners, an Oral Reading Record, *easyCBM*, Renaissance's STAR CBM—K-2, or DIBELS.)

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

K-2:

- Wilson's *Foundations* 5-Day Intervention Plan
- *Geodes* Readable Texts with *Foundations* 5-Day Intervention Plan

3-5:

- *Curriculum Associates' Phonics for Reading*—[Strong Evidence](#)

K-5:

- *Benchmark Advance Florida* Interventions
- *Story Champs*
- *Quick Reads*

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

- EPS' *Sound Sensible*—[Strong Evidence](#)
- EPS' *S.P.I.R.E.*—[Strong Evidence](#)
- *Imagine Learning*—[Promising Evidence](#): NES (Non-English Speaking) or LES (Limited English Speaking), along with students that have achieved an overall composite score of 1.0-2.9 on the statewide English proficiency assessment (WIDA Access for ELLs 2.0) are required to have a language acquisition program.

<p>For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.</p> <p>See Supplemental Instruction/Interventions</p>
<p>Number of times per week interventions are provided:</p> <ul style="list-style-type: none"> • 5 days/week
<p>Number of minutes per intervention session:</p> <ul style="list-style-type: none"> • 30-45 minutes
<p>Explain how the effectiveness of Tier 3 interventions are monitored.</p> <p>Monthly progress monitoring will evaluate whether Tier 3 interventions are having the desired effect; oversight by the school's full-time Program Intervention Prevention Specialist and the MTSS problem-solving team will also aid in monitoring.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</p> <p>The MTSS problem-solving process is utilized as well as classroom walkthroughs by administration. Fidelity checks and data chats occur frequently. 70% or more of students should be progressing to be faded back to tier 2. Lesson plans are monitored weekly by school-based administrators to ensure alignment of curriculum to core standards and instruction. Intervention teachers (if different from the core instructors) should be meeting biweekly with the core teacher/Tier 2 teacher to collaborate.</p>

3. Summer Reading Camps ([Rule 6A-6.053\(12\), F.A.C.](#))

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(7\), 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.

3a. Describe the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(7\), F.S.](#) Include a description of the evidence-based instructional materials that will be utilized, as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#).

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

3b. Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment. Will the district implement this option?

Yes/No

No; however, summer reading camps are offered to other grade levels besides third grade, but the CERP budget does not pay for those camps.

Grades 6-12

4. Grades 6-12 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades 6-12 students.

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
<i>easyCBM</i>	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input checked="" type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
<i>Lexia's PowerUp</i>	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
<i>iXL Diagnostic</i>	<input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

5. Describe the district's process for identifying grades 6-12 students in need of Tier 2/Tier 3 interventions.

Students' prior years' data on state assessments is examined along with English Language Arts formative and summative assessment data to determine need for a Tier 2 or 3 intervention in reading. Additional diagnostic data is also examined, when available. For instance, *easyCBM*, DIBELS, or PSAT data could be evaluated by the MTSS problem-solving team.

Grades 6-12 Decision Tree
Beginning of year data
<p>IF: Student meets the following criteria at the beginning of the school year:</p> <ul style="list-style-type: none"> • F.A.S.T. ELA Reading: On Grade Level (Level 3) or higher <p>(If F.A.S.T. data is not available, prior years' FSA data could be reviewed. Further diagnosis may be done through the use of <i>easyCBM</i>, DIBELS, a Reading Record, or a Fluency Probe.)</p>
THEN TIER 1 Only
<p>Core Instruction</p> <p>Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.</p> <p>Savvas Learning's <i>myPerspectives</i>—Promising Evidence</p>
<p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</p> <ul style="list-style-type: none"> • Students maintain a Level 3 or above on F.A.S.T. ELA Reading.
<p>Explain how the effectiveness of Tier 1 instruction is monitored.</p> <p>Tier 1 instruction is monitored through data chats, PLCs, classroom walkthroughs, formative and summative assessments.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <ul style="list-style-type: none"> • PLC Guiding Questions <ul style="list-style-type: none"> ○ What do we want students to know and be able to do? ○ How will we know if they learn it? ○ How will we respond when some students do not learn? ○ How will we extend the learning for students who are already proficient? • Weekly/monthly data chats, • School problem solving teams, and • Coaching by administrators, school-based and/or district-based literacy/instructional coaches are in place to improve effectiveness of Tier 1 instruction.
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</p> <ul style="list-style-type: none"> • Students are Below Satisfactory (Level 2) or lower on F.A.S.T. ELA Reading and • Students are below satisfactory on formative and summative assessments in the ELA course

Beginning of year data

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

- F.A.S.T. ELA Reading: Below Satisfactory (Level 2)

(If F.A.S.T. data is not available, prior years' FSA data could be reviewed. Further diagnosis may be done through the use of *easyCBM*, DIBELS, a Reading Record, or a Fluency Probe.)

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

Grades 6-12:

- Savvas *myPerspectives* Remediation—Promising Evidence

Grades 6-8:

- Lexia's *PowerUp Literacy*—[Strong Evidence](#)

Grades 9-12:

- iXL—[Promising Evidence](#)

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

- *Strategic Instruction Model (SIM)* Strategies—[Strong Evidence](#)
- *SIM: Xtreme Reading-Struggling Readers*—[Strong Evidence](#)
- *Imagine Learning*—[Promising Evidence](#): NES (Non-English Speaking) or LES (Limited English Speaking), along with students that have achieved an overall composite score of 1.0-2.9 on the statewide English proficiency assessment (WIDA Access for ELLs 2.0) are required to have a language acquisition program.

Number of times per week interventions are provided:

- 3-5 days/week

Number of minutes per intervention session:

- 20-30 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.

Monthly progress monitoring will evaluate whether Tier 2 interventions are having the desired effect; oversight by a District Program Intervention Prevention Specialist and the MTSS problem-solving school-based team will also aid in monitoring.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

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

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

Students meeting the criteria for Tier 3 instruction on F.A.S.T. ELA Reading, coupled with classroom performance and teacher observation, will move to Tier 3 supports.

Beginning of year data

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

- F.A.S.T. ELA Reading: Inadequate (Level 1)
- Students with an IEP with reading goals
- Students enrolled in an ACCESS ELA course

(If F.A.S.T. data is not available, prior years' FSA data could be reviewed. Further diagnosis may be done through the use of *easyCBM*, DIBELS, a Reading Record, or a Fluency Probe.)

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

- *Lexia's PowerUp Literacy*—[Strong Evidence](#)

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

- *EPS' Sound Sensible*—[Strong Evidence](#)
- *EPS' S.P.I.R.E.*—[Strong Evidence](#)
- *Imagine Learning*—[Promising Evidence](#): NES (Non-English Speaking) or LES (Limited English Speaking), along with students that have achieved an overall composite score of 1.0-2.9 on the statewide English proficiency assessment (WIDA Access for ELLs 2.0) are required to have a language acquisition program.

Number of times per week interventions are provided:

- 5 days/week

Number of minutes per intervention session:

- 30-45 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.

Monthly progress monitoring will evaluate whether Tier 3 interventions are having the desired effect; oversight by a District Program Intervention Prevention Specialist and the MTSS problem-solving team will also aid in monitoring.

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

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

6) Professional Development ([Rule 6A.6.053\(4\), F.A.C.](#))

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

- Provide professional development required by [s. 1012.98\(4\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA standards and evidence-based reading practices and programs;
- Differentiate and intensify professional development for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional development.

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

When the B.E.S.T. ELA standards were rolled out to all K-12 teachers, professional development was designed. From that initial training, delivered to all schools in monthly installments, the critical content will be showcased in on-demand modules that new teachers can access in Frontline. Ongoing professional development in evidence-based reading practices and programs is available through administrative periods, early release days, and district-wide professional development days.

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

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

Per the Professional Development Learning System, schools must have a Professional Development Plan in alignment with the School Improvement Plan for the 2023-24 SY. All schools are required to provide time for Professional Learning Communities (PLCs) at a minimum of once per week as well as provide ongoing professional development. Each school will work with the Professional Development Department to outline

and plan the school-based learning that will occur through the use of data and their School Improvement Plans.

B. List the pathways that are available in your district for earning the Reading Endorsement.

- Literacy Solutions Online Reading Endorsement Competences 1-5
- Florida Center for Reading Research's (FCRR) In-Person Reading Foundations and Evidence-Based Instructional Practices Pathway
- University of Florida Online Flamingo Literacy Matrix Pathway

7) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(2\), F.A.C.](#))

Describe any tutoring programs available within your district and include targeted grade levels (e.g., K-3 Reading Tutoring, RAISE High School Tutoring, etc.).

K-3 Reading Tutoring through the *Reading Tutoring for K-3 Students Grant* is being implemented with personnel who have been trained in the Florida Center for Reading Research's "Effective and Evidence-Based Practices for Tutoring." Tutors are utilizing materials aligned to our core K-3 English Language Arts curriculum to support students. The materials differentiate the scaffolds and lesson plans to support and assist fluency development through the use of decodable/readable texts.

K-12 tutoring is available at sites with tutors hired by individual schools.

Paper tutoring is available to Grade 6-12 students 24 hours day/7 days a week/365 days per year.

8) Family Engagement ([Rule 6A-6.053\(11\), F.A.C.](#))

In accordance with [s. 1008.25\(5\)\(e\), F.S.](#), parents of students identified with a substantial reading deficiency must be provided a read-at-home plan, including multisensory strategies, that the parent can use to help with reading at home.

Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial reading deficiency. Include 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).

For students who are identified with a substantial deficiency in reading, school sites provide a digital read-at-home plan to parents which provides valuable links to a variety of materials. A paper copy is provided if there is no access to the internet in the home. The district's Parent Resource Centers also engage in family outreach and offer literacy activities and games that can be used at home. There are various literacy partnerships with the individual school sites which help foster the school/home connection. Many schools reach out to local agencies to collaborate on literacy nights and especially during Celebrate Literacy Week. Under the New Worlds Reading Initiative, elementary schools have partnered to bring the gift of literacy into K-5 students' homes. (PreK may also be included in the 2023-24 SY.) The Martin County Education

Foundation has provided book vending machines to sites to provide additional books the students can take home to build home libraries. Martin County also is a Grade-Level Reading Community which has a steering committee tasked with bringing all the community partners together on behalf of the students of Martin County. Some community partners with whom Martin County meets bi-monthly are United Way, Children Services' Council, Early Learning Coalition, Boys and Girls Club, Parks and Recreation, Martin County Library System, and YMCA.