Escambia 2019-20 K-12 Comprehensive Research-Based Reading Plan

Contact Information

The district contact should be the person ultimately responsible for the plan. This person will be FDOE's contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district.

District Contact: Melissa G. Marsh
Contact Email: mmarsh@escambia.k12.fl.us
Contact Telephone: 850-469-5525

District-Level Leadership

District-level administrators must look at schools on an individual basis and distribute resources based on students' and teachers' levels of need. To describe the district system for monitoring reading instruction that differentiates school-level services, please address the following.

1. **Districts should match or exceed the State Board goals for increasing FSA-ELA achievement by six percentile points, increasing the percentage of students making learning gains on the FSA-ELA by seven percentile points and reducing the achievement gap for the identified sub groups on the FSA-ELA by at least one-third by 2020. Please fill out the charts below with the actual results from the 2015-2016, 2016-2017 and 2017-2018 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	45	47	48	49	48	52	55

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	46	48	49	50	48	52	54

State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	*	29	*	28	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	34	32	36	29	34	26	23
White/Hispanic	11	11	10	10	14	9	8
Economically Disadvantaged/Non-Economically Disadvantaged	27	25	26	23	25	21	18
Students with Disabilities/Students without Disabilities	34	32	35	29	37	26	23
English Language Learners/ Non-English Language Learners	26	24	27	22	28	20	17

* Values for subsequent years will be entered once results are available in order to track progress toward the 2020 goal.

2. **Explain how expenditures from the allocation are expected to impact student achievement in relation to your district goals.**

Closing the achievement gaps is a district priority for 2019-20. Based on teacher input of professional development needs to address the gaps, reading allocation funds will be used to provide professional development in evidence-based reading instruction, including increased opportunities for teachers to obtain the Reading Endorsement. Professional development initiatives will also include the writing process, iReady, document-based questioning, multi-tiered system of supports, response to intervention, and universal design for learning. Funding will provide substitutes, stipends, supplies, staff, and materials necessary to provide workshops, inservices, and collaboration meetings, as well as do necessary follow up.

Reading intervention teachers will serve three elementary schools with demonstrated need to increase learning gains of their students. Their role will include working with school administration to schedule intensive reading groups, providing evidence based interventions to students with reading deficiencies, and progress monitoring of those students.

Supplemental instructional materials that are grounded in evidence-based reading research, such as SRA Reading Mastery, Corrective Reading, iReady, and Ready FloridaLAFS, will be purchased to help schools provide the interventions necessary for students who are showing deficiencies in reading, including ESE and ESOL students.

Specialists in reading and the language arts (12 month teachers on special assignment) will provide the following services based on school request: instructional coaching, data analysis, instructional grouping, diagnostic assessment assistance, standards-based planning, demonstration lessons, classroom walkthroughs, professional development, including Reading Endorsement coursework (online, embedded, and face-to-face). In addition, they will provide additional support for differentiated accountability schools, curriculum alignment for the district, facilitation of committees and lesson study, assistance with ordering and distribution of supplemental materials, making content accessible through the district's digital platform, family literacy programs, and collaboration with district specialists on a professional development conference. All of these efforts are designed to increase teacher effectiveness, thereby impacting student achievement.

Reading allocation funds will provide professional development and supplemental materials for the additional hour provided within the school day of scientifically research based reading instruction in those schools identified as one of the 300 lowest-performing elementary schools. This will include training and implementation of (1) SRA Reading Mastery in grades K-2 and for students in grades 3-5 identified with significant deficiencies in decoding words (2) 95% Group Phonological Awareness and Multi-syllabic Routines (3) use of literacy strategies with complex content area texts in a sequence to scaffold comprehension.

Reading allocation will fund a summer reading camp for all students in grade 3 who scored below a scale score of 293 on the statewide, standardized English Language Arts (ELA) assessment to give those students a boost and the extra time they may need for promotion to fourth grade.

3. **In regard to district-level monitoring of student achievement progress, please address the following:**

   A. **Who at the district level is responsible for collecting and reviewing student progress monitoring data?**

   The Director of Evaluation Services and a Teacher on Special Assignment for Curriculum and Instruction facilitate collection of STAR360 data. The Elementary and Secondary ELA Subject Area Specialists collect data from district assessments and from the progress monitoring plans generated in the Student Information System. The Assistant Superintendent and Directors of Curriculum and Instruction review reports of the number of students receiving reading interventions documented in the Student Information System quarterly.

B. **What specific school-level progress monitoring data will be collected at the district level to determine that students are progressing toward the district goals stated above? Please specify which grade levels are associated with specific school-level progress monitoring tools discussed in this section.**

STAR assessment data will be collected in grades K-10. STAR Early Literacy serves as the Florida Kindergarten Readiness Screener. DRA2+ is administered to all 1st grade students, and 2nd grade students not meeting benchmark. High schools will use district-made assessments to monitor student progress towards standards mastery.

In addition to the STAR assessment data, iReady diagnostic assessments will serve as a second data point in elementary schools and in middle school intensive reading classes. Data from standards-aligned district-made assessments will be collected to monitor student progress in middle and high schools. Middle and high school reading intervention courses will also use fluency assessments to monitor student reading progress once per quarter.

C. **How often will student progress monitoring data be collected and reviewed by the district?**

STAR assessment data will be collected and reviewed at least three times a year in grades K-10. First-grade DRA2+ levels are also reported by schools quarterly.
Progress monitoring data for students receiving interventions will occur quarterly.

4. **Who at the district level is responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions?**

The Coordinator of Student Services is the district coordinator for MTSS. She communicates with the grade-level directors who ensure that schools are properly identifying students and implementing RTI. An educational resource specialist facilitates the use of Early Warning Systems (EWS). The EWS flags students in need of intervention in the student information system. School based adminstrators and MTSS teams review progress monitoring data and are responsible for seeing that students receive evidence based interventions via decision trees and plans recorded in the student information system.

5. **In regard to district-level monitoring of instructional alignment to grade-level Florida Standards, please address the following:**

A. **Who at the district-level is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards?**

At the direction of Grade Level Directors, school based leadership teams ensure that classroom instruction is aligned through use of district provided core curriculum and standards aligned frameworks, the design of which has been overseen by district Reading and ELA specialists.

B. What evidence will be collected to demonstrate that classroom instruction is aligned to grade-level Florida Standards?

Data from district assessments, STAR360, and iReady is collected and reviewed by school based administration teams and professional learning communities to determine if students are meeting intended targets and if not, what instructional practices need to be realigned. Administration also reviews lesson plans and conducts classroom walkthroughs. Reading and ELA specialists provide support as needed.

C. How often will this evidence be collected at the district level?

Data from district assessments is collected quarterly. Specialists attend school data meetings monthly where administration shares classroom walkthrough and lesson plan observations.

6. As a separate attachment, please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has developed the plan along with: the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements, the district contact for Multi-Tiered Systems of Supports(MTSS), the district Management Information Systems (MIS) contact to ensure accurate data reporting, the district ELL contact, a school based principal and a teacher.

See Appendix A.

Research-Based Reading Instruction Allocation

As per Section 1011.62(c), F.S., funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;

- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

The following sections will require districts to submit their budget for these expenditures and to answer questions regarding the implementation of the plan.

Professional Development

As per Section 1012.98, F.S. each school district shall develop a professional development system which must include a master plan for inservice activities for all district employees, from all fund sources. The *Just Read, Florida!* office will review professional development related to reading instruction listed in this plan during monitoring. Please answer the following questions to assist with this process:

1. **Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the Professional Learning Catalog pursuant to 6A-5.071 F.A.C.?**

   The district's Reading and English Language Arts Specialists and the Director of Professional Learning work together to ensure that every professional development activity is appropriately entered into the district master inservice plan.

2. **What is the total amount budgeted from the Research-Based Reading Allocation for these inservice activities?**

   The total amount budgeted for professional development is $302,793.

3. **Within the district professional development system, Section 1012.98 (4)(b)(11), F.S., states the district must provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of Section 1012.585(3)(f), F.S..**

   Please list the course numbers from your district Professional Learning Catalog which cover this training.

   391 Course Title: ESE 1100002 Teaching Reading for ESE
   Component: 2100025
   Section Titles:
   •Understanding Dyslexia and Persistent Reading Difficulties (2 hours) SB
   1108/F.S.1012.585

•What is Multi-sensory Teaching (2 hours) SB 1108/F.S.1012.585
•Book Study: Visible Learning for Literacy (10 hours) SB 1108/F.S.1012.585
•Making Reading Instruction Explicit (15 hours) SB 1108/F.S.1012.585

4724 Course Title: ESE 2100029 Universal Design for Learning
Component: 2100025
Section Titles:
•Universal Design for Learning and Literacy (7 hours) SB 1108/F.S.1012.585
•UDL Now! book study (20 hours) SB 1108/F.S.1012.585

5133 Course Title: 2013013 Elementary Reading Instruction (1012.585FS)
Component: 2013013
Section Titles:
Multi-sensory Foundational Skills K-1 (6 hrs)
Multi-sensory Foundational Skills 2-3 (6 hrs)
Content Area Reading for gr K-5 (6 hrs)
Extending Complex Text to the Small Group Table (6 hrs)
Comprehension Instructional Sequence for grK-5 (6 hrs)
Writing in response to reading gr K-5 (3 hrs)
Reading Difficulties, Disabilities and Dyslexia (RDDD) BEESS Portal (20 hrs)

1446 Course Title: 1013003 Foundations of Reading Instruction (District add-on)
Component 1013003
1447 Course Title: 1013004 Application of Research Based Instructional Practices (District add-on) Component 1013004
1400 Course Title: ESE 1100008 PDA-Differentiating Reading Instruction for Students: Making It Explicit. Component 1100008
1457 Course Title: 4013002 Foundations of Assessment (District add-on) Component 4013002
1452 Course Title: 1013005 Demonstration of Accomplishment (District add-on) Component 1013005

Reading/Literacy Coaches

The *Just Read, Florida!* office strongly encourages district leadership to allocate reading/literacy coaches for schools determined to have the greatest need based on student performance data, especially achievement gaps. Please answer the following questions regarding reading/literacy coaches:

1. **What are the qualifications for reading/literacy coaches in your district? If there is a posted job description you may submit the link.**

   Reading/ELA instructional specialists/literacy coaches have a minimum of five years of successful experience as classroom teachers. Coaches must exhibit knowledge of scientifically based reading research, have special expertise in quality reading instruction and infusing reading strategies into content area instruction. They must have data management skills. They must have a strong knowledge base in working with adult learners. Coaches must be excellent communicators with outstanding presentation, interpersonal, and time management skills. The coach must have a minimum of a bachelor's degree and advanced coursework or professional development in reading is required. Instructional specialists and literacy coaches must be endorsed or K-12 certified in the area of reading, or working to that end.

2. **Which schools have reading/literacy coaches <u>funded from the Research-Based Reading Instruction Allocation</u>?**

    Schools (K-12) identified for Comprehensive Support & Improvement (CS&I) will receive more intensive support through services of one of seven district itinerant literacy coaches and teachers on special assignment. Schools identified for Targeted Support & Improvement (TS&I) will receive professional development regarding specific interventions. Coaches and specialists will assist administration in the use of The Instructional Practice Guide (IPG), which will form the basis of classroom walk-throughs and will inform the professional development needs of the school. In collaboration with the ELA specialists, school administration will submit a request to the ELA department for targeted support of a teacher or a grade level, based on data and classroom observations. Schools may request the following support types: professional development, data conversations, lesson planning, modeling, co-teaching, and coach-to-teacher feedback. A primary focus of coaching support will be to provide reading endorsement professional development to elementary teachers after school in central locations across the district. District teachers on special assignment will also coach, provide feedback and provide professional development in the use of intervention programs such as SRA and iReady. The schools identified for intervention program support include: Montclair Elementary, C.A. Weis Elementary, Global Learning Academy, Ensley Elementary, O.J. Semmes Elementary, Holm Elementary, Navy Point Elementary, Oakcrest Elementary, Warrington Elementary, Workman Middle, Ferry Pass Middle, and Bellview Middle. These schools are deemed to have the greatest need based on FSA proficiency and pre-k readiness rates.

3. **Were these schools identified to have the greatest need based on a review of student achievement data? If not, please explain why reading/literacy coaches were placed at these schools.**

    Student achievement data drives the amount of time instructional specialists and literacy coaches spend at schools. Schools with the lowest proficiency numbers receive coaching and professional development every week.

4. **How many total positions will be <u>funded at each level using the Research-Based Reading Instruction Allocation</u>:**

    a. **Elementary:** 3
    b. **Middle:** 2
    c. **High:** 2

5. **How is the effectiveness of reading/literacy coaches measured in your district?**

    Literacy coaches and instructional specialists (teachers on special assignment) are evaluated based on the Charlotte Danielson Instructional Specialist rubric which includes evidence of knowledge of resources and pedagogy, collaboration, leadership, impact on school improvement, and creating a culture of trust and respect. The average of three years' worth of district student performance data counts for 33% of their evaluation.

6. **What is the total amount from the Research-Based Reading Instruction Allocation that will be expended on reading/literacy coaches?**

   The total amount for instructional specialists/literacy coaches is $494,241.

Supports for Identification and Intervention of Students with Reading Deficiencies

Districts are required to submit Identification and Intervention Decision Trees which can be found in Appendix B.

Please answer the following questions regarding the use of the Research-Based Reading Instruction Allocation in support of the identification and intervention of students with reading deficiencies:

1. **Which schools will be provided reading intervention teachers to provide intensive interventions _funded through the Research-Based Reading Instruction Allocation_?**

   Warrington Elementary, C.A. Weis Elementary, Reinhardt Holm Elementary

2. **Were these schools identified to have the greatest need based on a review of the students achievement data? If not, please explain why reading intervention teachers were placed at these schools.**

   The following schools were identified to have the greatest need based on the following projected percent of student reading proficiency: Warrington Elementary, C.A. Weis Elementary, Reinhardt Holm Elementary

3. **How many total positions will be funded at each level through the Research-Based Reading Instruction Allocation:**

   a. **Elementary:**3
   b. **Middle:**0
   c. **High:**0

4. **What is the total amount expended on these positions funded through the Research-Based Reading Instruction Allocation?**

   The total amount expended on these positions is estimated to be $175,151.

5. **Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Instruction Allocation. These will be reviewed by the _Just Read, Florida!_ Office to ensure the materials, or interventions, meet the requirements of Section 1001.215(8), F.S.:**

   iReady, Ready Florida LAFS, SRA Reading Mastery, SRA Corrective Reading, STAR360, 95% Group Multi-syllabic Routines, DRA2+Assessments, 95% Group Phonological Awareness Lessons

6. **What is the total amount expended from the Research-Based Reading Instruction Allocation on supplemental instructional materials, or interventions?**

   The total amount expended on supplemental materials or interventions is estimated to be $390,127.

7. **If the intensive, explicit, systematic and multisensory interventions required to be provided to students in grades K-3 were not purchased using the Research-Based Reading Instruction Allocation, please list the funding source.**

   Click here to enter text.

Summer Reading Camps

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:**Melissa G. Marsh

2. **Email Address:**mmarsh@escambia.k12.fl.us

3. **Phone Number:**850-469-5525

4. **Please list the schools which will host a SRC:**

   Bratt Elementary, Longleaf Elementary, McArthur Elementary, Montclair Elementary, N.B. Cook Elementary, Navy Point Elementary

5. **Provide the following information regarding the length of your district SRC:**

   a. **Start Date:**June 3, 2019
   b. **Which days of the week is SRC offered:**M-TH
   c. **Number of instructional hours per day in reading:**5.5
   d. **End Date:**June 27, 2019
   e. **Total number of instructional hours of reading:**88

6. **Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?**

   All teachers selected to teach summer reading camp have overall highly effective ratings in the district approved evaluation system

7. **What is the anticipated teacher/student ratio?**

   13:1

8. **Will students in grades other than grade 3 be served as well? If so, which grade level(s)?**

   No other grades will be served.

9. **What evidence will be collected that demonstrates growth in student achievement was a result of the instruction provided during SRC?**

Students will take STAR Reading at the end of the camp and growth will be measured based on the end of the year STAR Reading scale score.

300 Lowest-Performing Elementary Schools

Section 1011.62(9)(d)(2), F.S., requires school districts that have one or more of the 300 lowest-performing elementary schools, specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading strategies that will be used for the required additional hour of reading instruction.

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools		39,564
District expenditures on reading coaches		494,241
District expenditures on intervention teachers		175,151
District expenditures on supplemental materials or interventions		390,127
District expenditures on professional development		302,793
District expenditures on summer reading camps		324,000
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools		20,000
Flexible Categorical Spending		0
	Sum of Expenditures	1,745, 876
	Amount of district research-based reading instruction allocation for 2019-2020	1,745,876

Escambia County School District
K-12 Research Based Reading Plan Meeting Agenda
April 22, 2019, 3:30 p.m.

In attendance:
Patti Thomas, Director of Elementary School Education, C&I
Vicki Gibowski, Director of Middle School Education, C&I
Lesa Morgan, Director of HIgh School Education, C&I
Teri Szafran, Director of Exceptional Student Education
Connie Farish, Principal of O.J. Semmes Elementary
Sara Rabb, Teacher, Oakcrest Elementary
Tom Ingram, Director of Information Technology
Denny Wilson, Director of Continuous Improvement
Ramona Wright, Coordinator of Migrant Education, ESOL Department
Lisa Joyner, Coordinator of Student Services
Jessica Rowell, Secondary ELA Specialist
Lisa Marsh, K-12 ELA Specialist

Objectives:
1) be sure our reading plan is in concert with the ESOL and ESE plans,
2) move in one direction in terms of district data gathering and standards alignment oversight
3) share how we can empower our MTSS process with the use of FOCUS.

I. Closing the Achievement Gaps

A.

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal
White/African American	34	32	36	29	34	26
White/Hispanic	11	11	10	10	14	9
Economically Disadvantaged/Non-Economically Disadvantaged	27	25	26	23	25	21
Students with Disabilities/Students without Disabilities	34	32	35	29	37	26
English Language Learners/ Non-English Language Learners	26	24	27	22	28	20

B. Priorities for 2018-19 included closing the greatest gaps:

1. Students with/without disabilities
2. White/African American.

C. How will expenditures from the allocation impact student achievement?

1. Professional development
   a. Teachers on special assignment to offer coaching, professional development, facilitate lesson study, curriculum alignment support (digital course development/tutorials), and assistance with diagnostic reading instruments
   b. Reading Endorsement courses offered in satellite locations and online
   c. Facilitate iReady, STAR360 training
   d. Site based book studies
   e. Writing process
   f. MTSS/RTI--
      i. Tier III processes
      ii. consistency of interventions --explicit guidance--menu
      iii. facilitating scheduling / instructional grouping
      iv. Tier I UDL/Assistive technology--expanding understanding
   g. Specialized training for new reading teacher/strategies for non-reading teachers
   h. integrated curricula for the extra hour of reading instruction
   i. Classroom assessments for reading teachers
   j. WIDA --collaborate with ESOL

2. Supplemental intervention materials to purchase
   a. SRA Corrective Reading
   b. iReady and Ready Florida LAFS for Middle School
   c. multi-sensory phonological awareness product—95% Group
   d. System 44
   e. STAR360 for high school progress monitoring

3. Intervention teachers at three schools

   a. C.A. Weis
   b. Warrington Elementary
   c. --Holm --48% Disabled. ACCESS points--Intervention teacher should understand ESE.
3. Assist schools with oversight of interventions and progress monitoring

4. Extra hour of Reading for Low 300 schools includes intensive interventions for identified students as well as explicit comprehension instruction integrated with the content areas and writing

5. Summer Reading Camp

II. Progress Monitoring

    A. Who at the district level is responsible for collecting and reviewing student progress monitoring data?

        1. Coordinator of Student Services
        2. Asst. Superintendent and Directors of Curriculum and Instruction

    B. Specific school level progress monitoring

        1. Elementary—STAR360, DRA2+--
        2. Middle—STAR360—
        3. High-Quarterly Assessments, STAR360

    C. Progress monitoring plans and Reading Data Element in FOCUS

        1. Form with drop down menus in FOCUS for any teacher who provides interventions—one-stop-shop with standardized assessment data pre-filled
        2. Committee to look at streamlining Reading Tab, RTI Tab, K-12 Writing Portfolio, First Grade Retention
        3. Field that will auto mark interventions taking place during certain course sections on the student schedule
        4. Fields that will inform the Early Warning System
        5. Consider fields that may auto populate the Tier II form. Or a form that can be used by the RTI Coordinator or Guidance counselor for meetings
        6. Set deadlines for when PMP's need to be completed.

III. Interventions

    A. Who at the district level is responsible for ensuring the fidelity of interventions for students not progressing towards district goals?

        1. C & I Directors review progress monitoring reports of students receiving interventions quarterly.

    B. Intervention Decision Trees

        1. Adjust benchmarks to indicate which level of intervention is needed (on watch, Tier II, or Tier III).
        2. Will be the basis for informing the FOCUS alerts
        3. Will define which interventions to use at Tier II and Tier III.

    C. Intervention teachers

        1. Which schools? Weis, Warrington EL, Holm

2. How are these schools identified? Student reading achievement data from prior year

IV. Standards Alignment

    A. Who at the district level is responsible for ensuring classroom instruction is aligned to grade level Florida Standards?
        1. Grade level directors,
        2. school leadership teams with frameworks designed by specialists

    B. What evidence will be collected?

        1. District assessment data, STAR360, iReady
        2. Lesson plans
        3. Classroom walkthroughs

    C. How often will it be collected?

        1. Quarterly
        2. 10 day/monthly data meetings

V. Professional Development

    A. Professional Learning Catalog entry—
        1. Director of Professional Learning
        2. ELA Specialists are responsible.
    B. Training on dyslexia (Section 112.98 (4)(b)(11), F.S.,
        1. FDLRS
        2. BEESS Portal

    C. 40 hour reading refresher 1012.585(3)(f), F.S.
        1. a new component was developed to keep track of courses that meet this 40-hour in-service requirement.
        2. Multi-sensory reading instruction, UDL, Explicit Instruction, ESOL Strategy in-service

    D. Reading Endorsement will be a focus the next two years
        1. Traditional format—60 hour courses
        2. 30 hour modules—
            a. all four in one year to complete competencies 1 &2
            b. offered in satellite locations and through the Core

Meeting adjourned at 5:16 p.m.

ECSD K-12 Plan Meeting
School Year 2018-19
ROOM: HC 131 DATE: April 22, 2019
TIME: 3:30-4:30

NAME (First and Last)	Title	School/DEPT
1. Connie Farish	Principal	O J Semmes
2. Teri Szafran	ESE Director	ESE
3. Denny Wilson	Continuous Improvement Dir.	District
4. Ramona Wright	ESOL TSA	ESOL
5. Lesa Morgan	High School/Sec. Ed. Dir.	Sec. Ed.
6. Vicki Gibowski	M.S. Director	Sec Ed
7. Jessica Rowell	Sec ELA Spec.	Sec ELA
8. Melissa G. Marsh	K-12 ELA Spec	ELA
9. Patti Thomas	Dir. Elem. Ed.	Elem. Ed.
10. Tom Ingram	Dir-IT	IT
11. Lisa Joyner	Stdt Services	Student Services
12. Sara Rabb	4th grade ELA Teacher	Oakcrest
13.		
14.		
15.		
16.		

Identification of Students with Reading Deficiencies and Intervention Supports

In this section districts will describe how they identify students with substantial reading deficiencies and provide them with required interventions. Districts will create three Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring, local assessments, statewide assessments or teacher observations will be used to determine specific reading instructional needs and interventions for students. It is important to note that a school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial deficiency in reading. If a local assessment is being used for identification, districts should internally analyze their data in order to ensure students are identified at similar rates as on statewide assessments. Districts who use a procured diagnostic, progress monitoring or assessment tool should, at a minimum, use the recommended ranges provided by the instrument developer; however, these districts should also ensure that rates of identification correlate to statewide performance.

- DT1 – Elementary (K-5)
- DT2 – Middle (6-8)
- DT3 – High (9-12)

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention. For each grade level on each chart, districts must include a description of which students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

Escambia County School District Elementary Intervention Decision Trees 2019-20

Decisions regarding intervention should be based on more than one data source. STAR Early Literacy or STAR Reading will serve as the screening instrument.   The second source provided, as well as teacher observation will serve as other data points. Use the "If a student" column to determine where in the   benchmarks the student's results lie, and the "Then" column for next steps, including parent notification. Further assessment to determine root causes may   be required in order to provide targeted intervention. The Programs/Materials/Strategies column offers recommendations for intervention. (Revised   04/22/19)

Grade KINDERGARTEN- ASSESSMENT

Administer FLKRS for the FLDOE (FALL STAR Early Literacy) in the first 30 instructional days. **Progress monitor** with STAR Early Literacy, winter and spring.
-AND-
Use the ECSD Kindergarten Standards Based rubric quarterly.
Students requiring **Tier III intensive intervention** (10th percentile and below) are not progressing adequately and are considered to have a **substantial reading   deficiency**. Please see strategies for intervening in column 3, 'Programs/Materials/Strategies' section.

Send home a standards report and the 'Read At Home Plan' with the report card **each** 9 weeks to notify parents of student progress.

If a K student	Then	Programs/Materials/Strategies
ores at this benchmark (Differentiated Tier I): (40th percentile to 25th percentile) on FLKRS/STAR Early Literacy. **-AND/OR-** **Student Scores An "N" On The Following K Standards as assessed in the standards based grading rubric:** <table><tr><td>Quarter</td><td>Foundational Skills Standards</td></tr><tr><td>Quarter 1-4</td><td>RF.1.1d- Name upper- and lowercase letters</td></tr><tr><td>Quarter 1-4</td><td>RF.2.2a- Recognize rhyming words</td></tr><tr><td>Quarter 2-4</td><td>RF.2.2a- Produces a rhyme</td></tr></table>	For Differentiated Tier I students: Enhance **Tier I with small group instruction** that follows a developmental reading continuum, using district provided standards aligned Wonders and ECSD ELA Kindergarten K Frameworks Monitor progress with the Kindergarten Standards Based Rubric with built in assessments and teacher observation. Enter Progress Monitoring Plan information in FOCUS Student Information System and mark student as receiving Tier II interventions. Send home-to-school letter with report card **each** 9 weeks.	For Differentiated Tier I level students, increase multisensory strategies (VAKT) with use of any of the following resources:_____ ➤ Wonders Core Curriculum (Wonders Instructional Routines including multisensory strategies) ➤ iReady Assigned Lessons and Tools for Instruction ➤ Tyner Small Group Instruction (26 Lessons, Emergent, and/or Beginner reader, letter recognition, phonemic awareness, analytical phonics, sight word fluency, leveled readers) Routines include explicit, systematic, and multi-sensory components. ➤ FCRR student center activities (Phonological Awareness Parts 1-5; Phonics Parts 1-4; Fluency Letter recognition, letter-sound correspondence, high frequency words)

Quarter 2-4	R.F.2.2b- Count, pronounce, blend and segment syllables in words
Quarter 3-4	RF.2.2c- Blend/segment onset and rime
Quarter 3-4	RF.3.3a- Knowledge of one to one letter sounds of each consonant
Quarter 4	RF.2.2d- Isolate and pronounce the initial, medial, and final sounds (phonemes) in CVC words
Quarter 4	RF.3.3c- Read common sight words

- ➢ 40 Reading Intervention Strategies for K-6 Students by McEwan-Adkins (book)
- ➢ High frequency word fluency, Kinder Standards Based Report card resources

If a K student	Then	Programs/Materials/Strategies
Scores at this benchmark (Tier II intervention): (24th percentile to 11th percentile) on FLKRS/STAR Early Literacy- AP1, AP2, AP3. -AND/OR- **Student Scores An "U" On The Following K Standards as assessed in the standards based grading rubric:** 	Quarter	Foundational Skills Standards
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Quarter 1-4	RF.1.1d- Name upper- and lowercase letters
Quarter 1-4	RF.2.2a- Recognize rhyming words
Quarter 2-4	RF.2.2a- Produces a rhyme
Quarter 2-4	R.F.2.2b- Count, pronounce, blend and segment syllables in words
Quarter 3-4	RF.2.2c- Blend/segment onset and rime		For Tier II intervention level students: Provide both Tier I (using district provided standards aligned Wonders and ECSD ELA Kindergarten K Frameworks) and Tier II instruction, but **target specific deficit skills** as indicated by assessments with strategic instruction in small group during the 90+ min reading block. Monitor progress with the Kindergarten Standards Based Rubric with built in assessments, assessments within the intervention program, and teacher observation. See STAR Early Literacy Instructional Planning-Student Report and iReady to identify specific student needs. Enter Progress Monitoring Plan information in FOCUS Student Information System and mark students as receiving Tier II interventions.	For Tier II intervention level students The following **Programs/ Materials/ Multisensory Strategies** may be used: - ➢ Wonders T.E. Orange Band Approaching Level Differentiated Instruction (identify lessons to address specific deficit) - ➢ Wonders Tier II Resources - ➢ Tyner Small Group Instruction (26 Lessons, Emergent, and/or Beginner reader**,** letter recognition, phonemic awareness, analytical phonics, sight word fluency, leveled readers) Routines include explicit, systematic, and multi-sensory components. - ➢ Phonemic Awareness book by Mary R. Eisele (also found in SRA K Lesson Connections Pt A) - ➢ SRA Reading Mastery - ➢ SRA Language for Learning - ➢ Evidence based comprehension strategies (consult Intervention

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Quarter 3-4	RF.3.3a- Knowledge of one to one letter sounds of each consonant
Quarter 4	RF.2.2d- Isolate and pronounce the initial, medial, and final sounds (phonemes) in CVC words
Quarter 4	RF.3.3c- Read common sight words

Begin MTSS process and Tier II paperwork if indicated through RTI meetings.

Send home-to-school letter with report card **each** 9 weeks. Highly recommend parent conference.

If initial reading intervention is not producing results, **increase intensity by** following these recommendations:

- Follow the script or routine more closely to be sure instruction is systematic and explicit
- Increase frequency (increase from 3 times a week to daily)
- Provide more opportunities for practice and feedback
- Increase Visual Auditory Kinesthetic Tactile multisensory strategies

If a K student	**Then**	**Programs/Materials/Strategies**

Scores at this benchmark (Tier III intensive intervention): (10th percentile and below) on FLKRS/STAR Early Literacy- AP1, AP2, AP3.
-AND-

Student scores a "U" on any of the following K standards as assessed in the standards based grading rubric:

Quarter	Foundational Skills Standards
Quarter 1-4	RF.1.1d- Name upper- and lowercase letters
Quarter 1-4	RF.2.2a- Recognize rhyming words
Quarter 2-4	RF.2.2a- Produces a rhyme
Quarter 2-4	R.F.2.2b- Count, pronounce, blend and segment syllables in words
Quarter 3-4	RF.2.2c- Blend/segment onset and rime

For *Tier III intensive intervention* level students:

Provide Tier 1, Tier II **and** Tier III instruction; **target specific deficit skills.** Students in this range should receive additional minutes of **daily** immediate intensive intervention (iii) instruction, in addition to or as an extension of the 90+ min reading block targeted to student's instructional deficits.

Monitor progress with the Kindergarten Standards Based Rubric with built in assessments, assessments within the intervention program, and teacher observation. See STAR Early Literacy Instructional Planning-Student Report and iReady to identify specific student needs.

Enter Progress Monitoring Plan information in FOCUS Student Information System and mark students as receiving Tier III interventions for a **substantial reading deficiency.**

For *Tier III intensive intervention* level (Tier III) students, target the specific deficit.
The following **Programs/ Materials/ Multisensory Strategies** may be used:

- ➢ Phonemic Awareness book by Mary R. Eisele
  (also found in SRA K Lesson Connections -Part A)
- ➢ SRA Reading Mastery
- ➢ SRA Language for Learning
- ➢ **Phonological Awareness lessons by 95% Group**

If initial reading intervention is not producing results, **increase intensity by** following these recommendations:

- Concentrate more on a small, but targeted reading skill (i.e. phonemic awareness or phonics)
- Increase teacher modeling
- Provide extensive student practice with immediate, corrective

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Quarter 3-4	RF.3.3a- Knowledge of one to one letter sounds of each consonant
Quarter 4	RF.2.2d- Isolate and pronounce the initial, medial, and final sounds (phonemes) in CVC words
Quarter 4	RF.3.3c- Read common sight words

Immediately send letter to notify parents in writing that their child exhibits a substantial reading deficiency. The letter includes:
- a description of proposed services that are designed to remediate the identified area of reading deficiency,
- strategies for parents to use to help their child succeed,
- promotion/retention policies.

Continue MTSS process and begin Tier III

- Increase frequency to daily, with 45-120 mins of additional mins weekly beyond Tier II
- Decrease group size
- Provide multiple exposures to ensure student is able to transfer new learning
- Increase Visual Auditory Kinesthetic Tactile multisensory strategies

If after intensity is increased and progress is tracked, but no change is evident, switch interventions.

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GRADE 1 - ASSESSMENT

Screen with STAR Early Literacy, beginning of the year (AP1); **Progress monitor** with STAR Early Literacy Fall, Winter and Spring.
-AND-
Screen all students with DRA2+ as part of district's first grade promotion criteria the first nine weeks. **Progress monitor** students who are below benchmark, 2nd, 3rd and 4th nine weeks. (refer to the First Grade Promotion Flowcharts)
Students "Differentiated Tier I" receive enhanced Tier I instruction in small group, and "intervention" students should receive targeted Tier II intervention support. Please see strategies for intervening in column 3, 'Programs/Materials/Strategies' section.

Students requiring **Tier III intensive intervention** are not progressing adequately and are considered to have a **substantial reading deficiency**. Send home the Read at Home Plan, letter to notify parent of student progress, and inform them of promotion/retention policies:
"If your child does not demonstrate reading proficiency based on the criteria above, he/she may be retained in first grade. Retention in first grade is a valuable decision for students who need more time and intervention to reach grade level standards."

If a 1ST GRADE student	Then	Programs/Materials/Strategies
Scores at this benchmark (Differentiated Tier I): (40th percentile to 25th percentile) on STAR Early Literacy- AP1, AP2, AP3. **-AND/OR-** 	For Differentiated Tier I students: Enhance **Tier I with small group instruction** that follows a developmental reading continuum, using district provided standards aligned Wonders and ECSD ELA 1st grade Frameworks. Monitor progress using the assessments within the ECSD ELA Frameworks , iReady performance, and teacher observation. Enter Progress Monitoring Plan information in FOCUS Student Information System and mark student as receiving Tier II interventions. Send home the parent letter with student DRA 2+ results. Parent conference is required if student is below benchmark on DRA2+ and Wonders Tasks. Pursue MTSS process.	For Differentiated Tier I level students, increase multisensory strategies (VAKT) with use of any of the following resources: ➢ Wonders Core Curriculum (Wonders Instructional Routines including multisensory strategies) ➢ Wonders Decodable Text Routine ➢ iReady Assigned Lessons and Tools for Instruction ➢ Tyner Small Group Instruction (Beginner reader, Fledgling, Transition and Independent stages: phonemic awareness, analytical phonics, sight word fluency, leveled readers. Routines include explicit, systematic, and multi- sensory components.) ➢ FCRR student center activities (Phonological Awareness Parts 4-5; Phonics Parts 2-6; Fluency- high frequency words and oral reading) ➢ Jennifer Serravallo Reading Strategies Book ➢ 40 Reading Intervention Strategies for K-6 Students by McEwan-Adkins (book)

S	Ass
End of 1st nine weeks	Level 3
End of 2nd nine weeks	Level 6
End of 3rd nine weeks	Level 10
End of 4th nine weeks	Level 14

(Administer Wonders Tasks to students below benchmark. Use DRA2+ Focus for Instruction pages to design intensive interventions as indicated.)

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If a 1ST GRADE student	Then	Programs/Materials/Strategies
Scores at this benchmark (Tier II intervention): (24th percentile to 11th percentile) on STAR Early Literacy. **-AND/OR-** **Scores at or below DRA2+ Assessment:** <table><tr><td>End of 1st nine weeks</td><td>Level 2</td></tr><tr><td>End of 2nd nine weeks</td><td>Level 4</td></tr><tr><td>End of 3rd nine weeks</td><td>Level 8</td></tr><tr><td>End of 4th nine week</td><td>Level 10-12</td></tr></table> (Administer Wonders Tasks to students below benchmark. Use DRA2+ Focus for Instruction pages to design intensive interventions as indicated.)	For Tier II intervention level students: Provide both Tier I (using district provided standards aligned Wonders and CSD ELA 1st grade Frameworks) and Tier II instruction, but **target specific deficit skills** as indicated by assessments with strategic instruction in small group during the 90+ min reading block. Monitor progress using the assessments within the ECSD ELA 1st grade Frameworks, iReady performance, assessments within the intervention program, and teacher observation. See STAR Early Literacy Instructional Planning- Student Report and iReady to identify specific student needs. Enter Progress Monitoring Plan information in FOCUS Student Information System and mark students as receiving Tier II interventions. Begin MTSS process and Tier II paperwork if indicated through RTI meetings. Send home the parent letter with student DRA2+ results. Parent conference is required if student is below benchmark on DRA2+ and Wonders Tasks.	For Tier II intervention level students The following **Programs/ Materials/ Multisensory Strategies** may be used: ➢ Wonders T.E. Orange Band Approaching Level Differentiated Instruction (identify lessons to address specific deficit) ➢ Wonders Tier II Resources ➢ Wonders Decodable Text Routine ➢ Tyner Small Group Instruction (Beginner reader, Fledgling, Transition and Independent stages: phonemic awareness, analytical phonics, sight word fluency, leveled readers. Routines include explicit, systematic, and multi- sensory components.) ➢ Phonemic Awareness book by Mary R. Eisele (also found in SRA K Lesson Connections -Part A) ➢ SRA Reading Mastery ➢ Evidence based comprehension strategies (consult ➢ Intervention Central's Response to Intervention Resources, What Works Clearinghouse Practice Guide, 40 Reading Intervention Strategies for K-6 Students by McEwan-Adkins (book) If initial reading intervention is not producing results, **increase intensity by** following these recommendations: ● Follow the script or routine more closely to be sure instruction is systematic and explicit ● Increase frequency (increase from 3 times a week to daily) ● Provide more opportunities for practice and feedback ● Increase Visual Auditory Kinesthetic Tactile multisensory strategies

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If a 1ST GRADE student	Then	Programs/Materials/Strategies
Scores at this benchmark (Tier III intensive intervention): (10th percentile and below) on STAR Early Literacy. -AND/OR- **Scores in these ranges on** the DRA2+ **Assessment:** 	For *Tier III intensive intervention* level students: Provide Tier 1, Tier II **and** Tier III instruction, **target specific deficit skills.** Students in this range should receive additional minutes of **daily** immediate intensive intervention (iii) instruction, in addition to or as an extension of the 90+ min reading block targeted to student's instructional deficits.	**For** *Tier III intensive intervention* level (Tier III) students target the specific deficit. The following **Programs/ Materials/ Multisensory Strategies** may be used: ➢ [Phonemic Awareness book by Mary R. Eisele](also found in SRA K Lesson Connections -Part A) ➢ [SRA Reading Mastery] ➢ **[Phonological Awareness lessons by 95% Group]** ➢ **[Teaching Blending by 95% Group]**

End of 1st nine weeks	Level A-1
End of 2nd nine weeks	Level A-3
End of 3rd nine weeks	Level A-6
End of 4th nine weeks	Level A-8

(Administer Wonders Task to students below benchmark. Use DRA2+ Focus for Instruction pages to design intensive interventions as indicated.)

Monitor progress using the assessments within the ECSD ELA 1st grade Frameworks, iReady performance, assessments within the intervention program, and teacher observation. See STAR Early Literacy Instructional Planning- Student Report and iReady to identify specific student needs.

Enter Progress Monitoring Plan information in FOCUS Student Information System and mark students as receiving Tier III interventions for a **substantial reading deficiency.**

Immediately notify parents in writing that their child exhibits a substantial reading deficiency including
- DRA2+ and results
- a description of proposed services that are designed to remediate the identified area of reading deficiency,
- strategies for parents to use to help their child succeed,
- promotion/retention policies.

Continue MTSS process and begin Tier III paperwork. Parent conference required.

If initial reading intervention is not producing results, **increase intensity by** following these recommendations:
- Concentrate more on a small, but targeted reading skill (i.e. phonemic awareness or phonics)
- Increase teacher modeling
- Provide extensive student practice with immediate, corrective feedback
- Make sure lesson pace is slow and deliberate
- Increase frequency to daily, with 45-120 mins of additional mins beyond Tier II
- Decrease group size
- Provide multiple exposures to ensure student is able to transfer new learning
- Increase Visual Auditory Kinesthetic Tactile multisensory strategies

If after intensity is increased and progress is tracked, but no change is evident, switch interventions.

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If a RETAINED 1ST GRADE student	Then	Programs/Materials/Strategies
Assessed as above.	Retained 1st graders will benefit from any of the following strategies: ➔ Increased exposure to science and social studies texts; increased time in small group, a grade 1-2 transition classroom, classroom with lower teacher to student ratio, frequent monitoring of classroom grades, and ORF and/or placement with a highly effective teacher. The MTSS problem solving process is required for all retained 1st graders.	Along with his or her peers, retained 1st graders will receive a minimum of 90 minutes daily of uninterrupted scientifically research-based reading instruction with an **intense focus on word study and fluency development**.

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GRADE 2 - ASSESSMENT

Screen with STAR Reading at the beginning of the year (AP1); **Progress monitor** with STAR Reading Fall, Winter and Spring.
-**AND**-
Progress Monitor with DRA 2+ for those not meeting benchmark of STAR Reading 40th percentile and below.
Students "Differentiated Tier I" receive enhanced Tier I instruction in small group, and "intervention" students should receive targeted Tier II intervention support. Students requiring **Tier III intensive intervention** are not progressing adequately and are considered to have a **substantial reading deficiency**. Please see strategies for intervening in column 3, 'Programs/Materials/Strategies' section.
Send home the Read at Home Plan, letter to notify parent of student progress, and inform them of promotion/retention policies:
"If your child does not demonstrate reading proficiency based on the criteria above, he/she may be retained in second grade."

If a 2ND GRADE student	Then	Programs/Materials/Strategies
Scores at this benchmark (Differentiated Tier I): (40th percentile to 25th percentile) on STAR. Then administer DRA2+ **If student scores within these ranges on <u>DRA2+ Assessment, then the student is Differentiated Tier I.</u>** **more DRA2+ ranges.** 	For Differentiated Tier I students: Enhance **Tier I** with small group instruction that follows a developmental reading continuum, using district provided standards aligned Wonders and ECSD ELA 2nd grade Frameworks. Use DRA2+ Focus for Instruction pages to design interventions as indicated. Monitor progress using the assessments within the ECSD ELA Frameworks, iReady performance, and teacher observation. Enter Progress Monitoring Plan information in FOCUS Student Information System and mark student as receiving Tier II interventions. Send home the parent letter with student DRA 2+ results. Parent conference is recommended if student is below benchmark on DRA2+. Pursue MTSS process.	For Differentiated Tier I level students, increase multisensory strategies (VAKT) with use of any of the following resources:_____ ➢ Wonders Core Curriculum (Wonders Instructional Routines including multisensory strategies) ➢ Wonders Fluency Routine, Phrase Cued Text, Timed Repeated Reading ➢ Word Study (multisyllabic routines) ➢ iReady Assigned Lessons and Tools for Instruction ➢ Tyner Small Group Instruction (Fledgling, Transition and Independent stages. Routines include explicit, systematic, and multi-sensory components.) ➢ FCRR student center activities (Phonics-parts 2-5; Fluency- parts 2-4; Vocabulary- parts 1-5; Comprehension-parts 1-4) ➢ Marzano's 6 Steps Vocabulary Instruction ➢ Wonders Leveled Reader Lesson Cards ➢ Jennifer Serravallo Reading Strategies Book ➢ 40 Reading Intervention Strategies for K-6 Students by McEwan-Adkins (book) ➢ Thinking Maps/graphic organizers ➢ Explicitly teach a combination of comprehension strategies/skills; Reciprocal Teaching; CIS; Text coding

Sub-table within first column:

End of 1st nine weeks	Level 14-16
End of 2nd nine weeks	Level 16-18
End of 3rd nine weeks	Level 18-20
End of 4th nine weeks	Level 20-24

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If a 2ND GRADE student	Then	Programs/Materials/Strategies
Scores at this benchmark (Tier II intervention): (24th percentile to 11th percentile) on STAR. Then administer DRA2+. **If student scores within these ranges on <u>DRA2+ Assessment, then</u> the student is in need of intervention. See the Differentiated Tier I and urgent levels for more ranges.** <table><tr><td>End of 1st nine weeks</td><td>Level 10-12</td></tr><tr><td>End of 2nd nine weeks</td><td>Level 12-14</td></tr><tr><td>End of 3rd nine weeks</td><td>Level 14-16</td></tr><tr><td>End of 4th nine weeks</td><td>Level 16-20</td></tr></table> If student's DRA2+ is in the range of 18-24, but STAR score shows deficiency, look at STAR testing history, and iReady performance to determine the level of intervention needed.	For Tier II intervention level students: Provide both Tier I (using district provided standards aligned Wonders and ECSD ELA 2nd grade Frameworks) and Tier II instruction, but **target specific deficit skills** as indicated by assessments with strategic instruction in small group during the 90+ min reading block. Use DRA2+ Focus for Instruction pages to design intensive interventions as indicated. Monitor progress using the assessments within the ECSD ELA 2nd grade Frameworks, iReady performance, assessments within the intervention program, and teacher observation. See STAR Instructional Planning-Student Report and iReady to identify specific student needs. Enter Progress Monitoring Plan information in FOCUS Student Information System and mark students as receiving Tier II interventions. Begin MTSS process and Tier II paperwork if indicated through RTI meetings. Send home the parent letter with student DRA2+ results. Parent conference is recommended if student is below benchmark on DRA2+. Pursue MTSS process.	For Tier II intervention level students The following **Programs/ Materials/ Multisensory Strategies** may be used: ➢ Wonders T.E. Orange Band Approaching Level Differentiated Instruction (identify lessons to address specific deficit) ➢ Wonders Tier II Resources ➢ Wonders Decodable Text Routine ➢ Wonders Fluency Routine, Phrase Cued Text, Timed Repeated Reading ➢ Word Study (multisyllabic routines) ➢ Tyner Small Group Instruction (Fledgling, Transition and Independent stages: phonemic awareness, analytical phonics, sight word fluency, leveled readers. Routines include explicit, systematic, and multi-sensory components.) ➢ SRA Reading Mastery ➢ Evidence based comprehension strategies (consult ➢ Intervention Central's Response to Intervention Resources, What Works Clearinghouse Practice Guide, 40 Reading Intervention Strategies for K-6 Students by McEwan-Adkins (book) If initial reading intervention is not producing results, **increase intensity by** following these recommendations: ● Follow the script or routine more closely to be sure instruction is systematic and explicit ● Increase frequency (increase from 3 times a week to daily) ● Provide more opportunities for practice and feedback ● Increase Visual Auditory Kinesthetic Tactile multisensory strategies

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If a 2ND GRADE student	Then	Programs/Materials/Strategies
Scores at this benchmark (Tier III intensive intervention): (10th percentile and below) on STAR. **Then administer DRA2+.** **If student scores within these ranges on DRA2+ Assessment, then the student is in need of URGENT intervention.** 	For *Tier III intensive intervention* level students: Provide Tier 1, Tier II **and** Tier III instruction, **target specific deficit skills.** Students in this range should receive additional minutes of **daily** immediate intensive intervention (iii) instruction, in addition to or as an extension of the 90+ min reading block targeted to student's instructional deficits. Use DRA2+ Focus for Instruction pages to design intensive interventions as indicated. Monitor progress using the assessments within the ECSD ELA 2nd grade Frameworks, iReady performance, assessments within the intervention program, and teacher observation. See STAR Early Literacy Instructional Planning- Student Report and iReady to identify specific student needs.	**For** *Tier III intensive intervention* level (Tier III) students target the specific deficit. The following **Programs/ Materials/ Multisensory Strategies** may be used: ➢ Phonemic Awareness book by Mary R. Eisele (also found in SRA K Lesson Connections -Part A) ➢ Precision Teaching for Fluency ➢ SRA Reading Mastery ➢ **Phonological Awareness lessons by 95% Group** ➢ **Teaching Blending by 95% Group**

End of 1st nine weeks	Level A-8
End of 1st nine weeks	Level A-10
End of 3rd nine weeks	Level A-12
End of 4th nine weeks	Level A- 14

See Differentiated Tier I and intervention levels for more ranges. If student's DRA2+ is in the range of 18-24, but STAR score shows substantial deficiency, look at STAR testing history, and iReady performance to determine the level of intervention needed.

Enter Progress Monitoring Plan information in FOCUS Student Information System and mark students as receiving Tier III interventions for a **substantial reading deficiency.** Continue MTSS process and begin Tier III paperwork. Parent conference required.

Immediately notify parents in writing that their child exhibits a substantial reading deficiency including
- DRA2+ results
- a description of proposed services that are designed to remediate the identified area of reading deficiency,
- strategies for parents to use to help their child succeed,
- promotion/retention policies.

If initial reading intervention is not producing results, **increase intensity by** following these recommendations:
- Concentrate more on a small, but targeted reading skill (i.e. phonics or fluency)
- Increase teacher modeling
- Provide extensive student practice with immediate, corrective feedback
- Make sure lesson pace is slow and deliberate
- Increase frequency to daily, with 45-120 mins of additional mins beyond Tier II
- Decrease group size
- Provide multiple exposures to ensure student is able to transfer new learning
- Increase Visual Auditory Kinesthetic Tactile multisensory strategies

If after intensity is increased and progress is tracked, but no change is evident, switch interventions.

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GRADE 3 - ASSESSMENT

Screen with STAR Reading at the beginning of the year (AP1); Progress **monitor** with STAR Reading Fall, Winter and Spring.
AND
Progress monitor oral reading fluency with fluency passages, standards mastery with district provided unit assessments, and iReady performance. Students "Differentiated Tier I" receive enhanced Tier I instruction in small group, and "intervention" students should receive targeted Tier II intervention support.
Students requiring **Tier III intensive intervention** are not progressing adequately and are considered to have a **substantial reading deficiency**. Please see strategies for intervening in column 3, 'Programs/Materials/Strategies' section. Send home the Read at Home Plan, letter to notify parent of student progress, and

If a 3RD GRADE student	Then	Programs/Materials/Strategies
Scores at this benchmark (Differentiated Tier I): (40th percentile to 25th percentile) on STAR. Then Administer Fluency Probe from Wonders 	**Beginning of Year**	Why Bears Sleep All Winter - pg. 114
End of 1st nine weeks	Administer Knights - pg. 116
End of 2nd nine weeks	Administer Skunked - pg. 118
End of 3rd nine weeks	Administer Special Times - pg. 120 | If student scores in the following ranges OR scores below the 40t ted | ORF Norms 2017	ORF Range
BOY WCPM - August	71-82 wcpm
Fall WCPM (End of 1st nine weeks)	71-82 wcpm		For Differentiated Tier I students: Enhance **Tier I** with small group instruction that follows a developmental reading continuum, using district provided standards aligned Wonders and ECSD ELA 3rd grade Frameworks. Monitor progress using the assessments within the ECSD ELA 3rd grade Frameworks, iReady performance, and teacher observation. Enter Progress Monitoring Plan information in FOCUS Student Information System and mark student as receiving Tier II interventions. Notify parent of progress and interventions. Highly recommend parent conference. Pursue MTSS process as needed.	For Differentiated Tier I level students, increase multisensory strategies (VAKT) with use of any of the following resources:_____ ➤ Wonders Core Curriculum (Wonders Instructional Routines including multisensory strategies) ➤ Wonders Fluency Routine, Phrase Cued Text, Timed Repeated Reading ➤ Word Study (multisyllabic routines), Tyner, Words Their Way ➤ iReady Assigned Lessons and Tools for Instruction ➤ FCRR student center activities (Phonics- parts 2-5; Fluency- parts 2-4; Vocabulary- parts 1-5; Comprehension-parts 1-4) ➤ Marzano's 6 Steps Vocabulary Instruction ➤ Wonders Leveled Reader Cards ➤ Jennifer Serravallo Reading Strategies Book ➤ 40 Reading Intervention Strategies for K-6 Students by McEwan-Adkins (book)

| Winter WCPM (End of 2nd nine weeks) | 80-96 wcpm | | |
| Spring WCPM (End of 3rd nine weeks) | 92-111 wcpm | | |

See intervention and urgent levels for more fluency ranges to determine the level of intervention needed.

If a 3RD GRADE student	Then	Programs/Materials/Strategies
Scores at this benchmark (Tier II intervention): (24th percentile to 11th percentile) on STAR. Then Administer Fluency Probe from Wonders Placement and Diagnostic Assessment:	For Tier II intervention level students: Provide both Tier I (using district provided standards aligned Wonders and ECSD ELA 3rd grade Frameworks) and Tier II instruction, but **target specific deficit skills** as indicated by assessments with strategic instruction in small group during the 90+ min reading block.	For Tier II intervention level students The following **Programs/ Materials/ Multisensory Strategies** may be used: ➤ Wonders T.E. Orange Band Approaching Level Differentiated Instruction (identify lessons to address specific deficit) ➤ Wonders Tier II Resources ➤ Wonders Fluency Routine, Phrase Cued Text, Timed Repeated Reading ➤ Precision Teaching for Fluency ➤ Word Study (multisyllabic routines), Tyner, Words Their Way ➤ SRA Corrective Reading ➤ Evidence based comprehension strategies (consult Interventio n Central's Response to Intervention Resources, What Works Clearinghouse Practice Guide, 40 Reading Intervention Strategies for K-6 Students by McEwan-Adkins (book)

Beginning of Year	Administer Why Bears Sleep All Winter - pg. 114
End of 1st nine weeks	Administer Knights - pg. 116
End of 2nd nine weeks	Administer Skunked - pg. 118
End of 3rd nine weeks	Administer Special Times - pg. 120

If student scores in the following ranges OR scores below the 25th percentile on STAR then the student is at the intervention level.

ORF Norms 2017	ORF Ranges
BOY WCPM - August	41-59 wcpm
Fall WCPM (End of 1st nine weeks)	41-59 wcpm

Monitor progress using the assessments within the ECSD ELA 3rd grade Frameworks, iReady performance, assessments within the intervention program, and teacher observation. See STAR Instructional Planning-Student Report and iReady to identify specific student needs.

Enter Progress Monitoring Plan information in FOCUS Student Information System and mark students as receiving Tier II interventions. Begin MTSS process and Tier II paperwork if indicated through RTI meetings.

Notify parent of progress and interventions. Highly recommend parent conference.

If initial reading intervention is not producing results, **increase intensity by** following these recommendations:

Winter WCPM (End of 2nd nine weeks)	63-79 wcpm		● Provide more opportunities for practice and feedback
Spring WCPM (End of 3rd nine weeks)	64-91 wcpm		● Increase Visual Auditory Kinesthetic Tactile multisensory strategies

See Differentiated Tier I and urgent levels for more fluency ranges to determine the level of intervention

If a 3RD GRADE student	Then	Programs/Materials/Strategies
Scores at this benchmark (Tier III intensive intervention): (10th percentile and below) on STAR. Then Administer Fluency Probe from Wonders Placement and Diagnostic Assessment:	For *Tier III intensive intervention* level students: Provide Tier 1, Tier II **and** Tier III instruction, **target specific deficit skills.** Students in this range should receive additional minutes of **daily** immediate intensive intervention (iii) instruction, in addition to or as an extension of the 90+ min reading block targeted to student's instructional deficits.	**For** *Tier III intensive intervention* level (Tier III) students target the specific deficit. The following **Programs/ Materials/ Multisensory Strategies** may be used:

If a 3RD GRADE student:

BOY:	Administer Why Bears Sleep All Winter - pg. 114
End of 1st nine weeks	Administer Knights - pg. 116
End of 2nd nine weeks	Administer Skunked - pg. 118
End of 3rd nine weeks	Administer Special Times - pg. 120

If student scores in the following ranges OR scores at or below the 10th percentile on STAR then the student is in need of Tier III intensive intervention.

ORF Norms 2017	ORF Ranges
BOY WCPM - August	40 wcpm - below
Fall WCPM (End of 1st nine weeks)	40 wcpm - below

Then:

Monitor progress using the assessments within the ECSD ELA 3rd grade Frameworks, iReady performance, assessments within the intervention program, and teacher observation. See STAR Instructional Planning-Student Report and iReady to identify specific student needs.

Enter Progress Monitoring Plan information in FOCUS Student Information System and mark students as receiving Tier III interventions for a **substantial reading deficiency.**

Continue MTSS process and begin Tier III paperwork. Parent conference required.

Programs/Materials/Strategies:

➤ Precision Teaching for Fluency
➤ SRA Corrective Reading
➤ **Multisyllable Routine Cards by 95% Group**

If initial reading intervention is not producing results, **increase intensity by** following these recommendations:

- Concentrate more on a small, but targeted reading skill (i.e. phonics or fluency)
- Increase teacher modeling
- Provide extensive student practice with immediate, corrective feedback
- Make sure lesson pace is slow and deliberate
- Increase frequency to daily, with 45-120 mins of additional mins beyond Tier II
- Decrease group size
- Provide multiple exposures to

Winter WCPM (End of 2nd nine weeks)	62 wcpm - below	Immediately notify parents in writing that their child exhibits a substantial reading deficiency including	If after intensity is increased and progress is tracked, but no change is evident, switch interventions.
Spring WCPM (End of 3rd nine weeks)	63 wcpm- below		

See Differentiated Tier I and intervention levels for more ranges. If student's fluency is in the range of 80-111 wcpm, but STAR score shows substantial deficiency, look at STAR testing history, and iReady performance to determine the level of intervention needed.

- Portfolio results
- a description of proposed services that are designed to remediate the identified area of reading deficiency,
- strategies for parents to use to help their child succeed,
- promotion/retention policies.

If a RETAINED 3RD GRADE student	Then	Programs/Materials/Strategies
Assessed as above.	Retained 3rd graders will benefit from any of the following strategies: ➔ Increased exposure to science and social studies texts, increased time in small group, a grade 3-4 transition classroom, classroom with lower teacher to student ratio, frequent monitoring of classroom grades, and ORF, and/or placement with a highly effective teacher. Notify parent of progress and interventions in place. Highly recommend parent conference. The MTSS process is required for retained third graders.	Along with his or her peers, retained 3rd graders will receive a **minimum of 90 minutes daily of uninterrupted** scientifically research-based reading instruction with a **focus on vocabulary development and strategy and skill instruction** including the following: ● Multi-sensory reading activities such as reciprocal teaching and other strategies that appeal to multiple senses, word attack and word study techniques, fluency (appropriate pace, accuracy, phrasing, smoothness), using graphic organizers to aid comprehension, using self-monitoring strategies (rereading, self-checking, self-correcting), identifying evidence to support answers to questions, reading several texts on the same topic to compare and contrast them, using illustrations, tables, graphics,

Escambia County School District Elementary Intervention Decision Trees 2019-20

GRADE 4 - ASSESSMENT

Consider 2018 FSA Score
and
Screen with STAR Reading at the beginning of the year (AP1); **Progress monitor** with STAR Reading Fall, Winter and Spring.
Students "Differentiated Tier I" receive enhanced Tier I instruction in small group, and "intervention" students should receive targeted Tier II intervention support.

Students requiring **Tier III intensive intervention** are not progressing adequately and are considered to have a **substantial reading deficiency**. Please see strategies for intervening in column 3, 'Programs/Materials/Strategies' section. Send home the Read at Home Plan, and a letter to notify parent of the reading deficiency, student progress, and the steps taken to address the deficiency.

If a 4TH GRADE student	Then	Programs/Materials/Strategies
Scored **FSA level 1 or 2** **-OR-** *Scores at this benchmark* (Differentiated Tier I): (40th percentile to 25th percentile) on STAR.	For Differentiated Tier I students: Enhance **Tier I** with small group instruction that follows a developmental reading continuum, using district provided standards aligned Wonders and ECSD ELA 4th grade Frameworks. Monitor progress using the assessments within the ECSD ELA 4th grade Frameworks and teacher observation. Enter Progress Monitoring Plan information in FOCUS Student Information System and mark student as receiving Tier II interventions. Notify parent of progress and interventions. Pursue MTSS process as needed.	For Differentiated Tier I level students, increase multisensory strategies (VAKT) with use of any of the following resources:___ ➢ Wonders Core Curriculum (Wonders Instructional Routines including multisensory strategies) ➢ Wonders Fluency Routine, Phrase Cued Text, Timed Repeated Reading ➢ Word Study (multisyllabic routines), Tyner, Words Their Way ➢ iReady Assigned Lessons and Tools for Instruction ➢ FCRR student center activities (Phonics-parts 2-5; Fluency- parts 2-4; Vocabulary- parts 1-5; Comprehension-parts 1-4) ➢ Marzano's 6 Steps Vocabulary Instruction ➢ Leveled Reader Lesson Cards ➢ Jennifer Serravallo Reading Strategies Book ➢ 40 Reading Intervention Strategies for K-6 Students by McEwan-Adkins (book) ➢ Explicitly teach a combination of comprehension strategies/skills; Reciprocal Teaching; CIS ; Text coding ➢ Thinking Maps/graphic organizers

Escambia County School District Elementary Intervention Decision Trees 2019-20

If a 4TH GRADE student	Then	Programs/Materials/Strategies
Scores at this benchmark (Tier II intervention): (24th percentile to 11th percentile) on STAR. -AND- scored **FSA Level 1 or 2** (If FSA Level was 3 or better, review classroom performance tasks and provide interventions as needed.)	For Tier II intervention level students: Provide both Tier I (using district provided standards aligned Wonders and ECSD ELA 4th grade Frameworks) and Tier II instruction, but **target specific deficit skills** as indicated by assessments with strategic instruction in small group during the 90+ min reading block. Monitor progress using the assessments within the ECSD ELA 4th grade Frameworks, iReady performance, assessments within the intervention program, and teacher observation. See STAR Instructional Planning- Student Report and iReady to identify specific student needs. Enter Progress Monitoring Plan information in FOCUS Student Information System and mark students as receiving Tier II interventions. Begin MTSS process and Tier II paperwork if indicated through RTI meetings. Notify parent of progress and interventions. Highly recommend parent conference.	For Tier II intervention level students The following **Programs/ Materials/ Multisensory Strategies** may be used: ➢ Wonders T.E. Orange Band Approaching Level Differentiated Instruction (identify lessons to address specific deficit) ➢ Wonders Tier II Resources ➢ Wonders Fluency Routine, Phrase Cued Text, Timed Repeated Reading ➢ Precision Teaching for Fluency ➢ Word Study (multisyllabic routines), Tyner, Words Their Way ➢ SRA Corrective Reading ➢ Evidence based comprehension strategies (consult Intervention ➢ Central's Response to Intervention Resources, What Works Clearinghouse Practice Guide, 40 Reading Intervention Strategies for K-6 Students by McEwan-Adkins (book) If initial reading intervention is not producing results, **increase intensity by** following these recommendations: ● Follow the script or routine more closely to be sure instruction is systematic and explicit ● Increase frequency (increase from 3 times a week to daily) ● Provide more opportunities for practice and feedback ● Increase Visual Auditory Kinesthetic Tactile multisensory strategies
If a 4TH GRADE student	**Then**	**Programs/Materials/Strategies**
Scores at this benchmark (Tier III intensive intervention): (10th percentile and below) on STAR. -AND-	For *Tier III intensive intervention* level students: Provide Tier 1, Tier II **and** Tier III instruction, **target specific deficit skills.** Students in this range should receive additional minutes of **daily** immediate intensive intervention (iii) instruction, in addition to	**For** *Tier III intensive intervention* level (Tier III) students target the specific deficit. The following **Programs/ Materials/ Multisensory Strategies** may be used: ➢ Precision Teaching for Fluency ➢ SRA Corrective Reading ➢ **Multisyllable Routine Cards by 95% Group**

scored **FSA Level 1 or 2**

(If FSA Level was 3 or better, review classroom performance tasks and provide interventions as needed.)

or as an extension of the 90+ min reading block targeted to student's instructional deficits.

Monitor progress using the assessments within the ECSD ELA 4th grade Frameworks, iReady performance, assessments within the intervention program, and teacher observation. See STAR Instructional Planning- Student Report and iReady to identify specific student needs.

Enter Progress Monitoring Plan information in FOCUS Student Information System and mark students as receiving Tier III interventions for a **substantial reading deficiency.** Continue MTSS process and begin Tier III paperwork. Parent conference required.

Immediately notify parents in writing that their child exhibits a substantial reading deficiency including
- student performance data
- a description of proposed services that are designed to remediate the identified area of reading deficiency,
- strategies for parents to use to help their child succeed,
- promotion/retention policies.

If initial reading intervention is not producing results, **increase intensity by** following these recommendations:
- Concentrate more on a small, but targeted reading skill (i.e. phonics, fluency, or comprehension)
- Increase teacher modeling
- Provide extensive student practice with immediate, corrective feedback
- Make sure lesson pace is slow and deliberate
- Increase frequency to daily, with 45-120 mins of additional mins beyond Tier II
- Decrease group size
- Provide multiple exposures to ensure student is able to transfer new learning
- Increase Visual Auditory Kinesthetic Tactile multisensory strategies

If after intensity is increased and progress is tracked, but no change is evident, switch interventions.

Escambia County School District Elementary Intervention Decision Trees 2019-20

GRADE 5 - ASSESSMENT

Consider 2018 FSA Score
and
Screen with STAR Reading at the beginning of the year (AP1); **Progress monitor** with STAR Reading Fall, Winter and Spring.
Students "Differentiated Tier I" receive enhanced Tier I instruction in small group, and "intervention" students should receive targeted Tier II intervention support.

Students requiring **Tier III intensive intervention** are not progressing adequately and are considered to have a **substantial reading deficiency**. Please see strategies for intervening in column 3, 'Programs/Materials/Strategies' section. Send home the Read at Home Plan, and a letter to notify parent of the reading deficiency, student progress, and the steps taken to address the deficiency.

If a 5TH GRADE student	Then	Programs/Materials/Strategies
Scored **FSA level 1 or 2** -OR- *Scores at this benchmark* (Differentiated Tier I): (40th percentile to 25th percentile) on STAR.	For Differentiated Tier I students: Enhance **Tier I with small group instruction** that follows a developmental reading continuum, using district provided standards aligned Wonders and ECSD ELA 5th grade Frameworks. Monitor progress using the assessments within the ECSD ELA 4th grade Frameworks, iReady performance, and teacher observation. Enter Progress Monitoring Plan information in FOCUS Student Information System and mark student as receiving Tier II interventions. Notify parent of progress and interventions. Pursue MTSS process as needed.	For Differentiated Tier I level students, increase multisensory strategies (VAKT) with use of any of the following resources: ➢ Wonders Core Curriculum (Wonders Instructional Routines including multisensory strategies) ➢ Wonders Fluency Routine, Phrase Cued Text, Timed Repeated Reading ➢ Word Study (multisyllabic routines), Tyner, Words Their Way ➢ iReady Assigned Lessons and Tools for Instruction ➢ FCRR student center activities (Phonics-parts 2-5; Fluency- parts 2-4; Vocabulary- parts 1-5; Comprehension-parts 1-4) ➢ Marzano's 6 Steps Vocabulary Instruction ➢ Leveled Reader Lesson Cards ➢ Jennifer Serravallo Reading Strategies Book ➢ 40 Reading Intervention Strategies for K-6 Students by McEwan-Adkins (book) ➢ Explicitly teach a combination of comprehension strategies/skills; Reciprocal Teaching; CIS; Text coding ➢ Thinking Maps/graphic organizers

Escambia County School District Elementary Intervention Decision Trees 2019-20

If a 5TH GRADE student	Then	Programs/Materials/Strategies
Scores at this benchmark (Tier II intervention): (24th percentile to 11th percentile) on STAR. -AND- scored **FSA Level 1 or 2** (If FSA Level was 3 or better, review classroom performance tasks and provide interventions as needed.)	For Tier II intervention level students: Provide both Tier I (using district provided standards aligned Wonders and ECSD ELA 5th grade Frameworks.) and Tier II instruction, but **target specific deficit skills** as indicated by assessments with strategic instruction in small group during the 90+ min reading block. Monitor progress using the assessments within the ECSD ELA 5th grade Frameworks, iReady performance, assessments within the intervention program, and teacher observation. See STAR Instructional Planning-Student Report and iReady to identify specific student needs. Enter Progress Monitoring Plan information in FOCUS Student Information System and mark students as receiving Tier II interventions. Begin MTSS process and Tier II paperwork if indicated through RTI meetings. Notify parent of progress and interventions. Highly recommend parent conference.	For Tier II intervention level students The following **Programs/ Materials/ Multisensory Strategies** may be used: ➢ Wonders T.E. Orange Band Approaching Level Differentiated Instruction (identify lessons to address specific deficit) ➢ Wonders Tier II Resources ➢ Wonders Fluency Routine, Phrase Cued Text, Timed Repeated Reading ➢ Precision Teaching for Fluency ➢ Word Study (multisyllabic routines), Tyner, Words Their Way ➢ SRA Corrective Reading ➢ Evidence based comprehension strategies (consult ➢ Intervention Central's Response to Intervention Resources, What Works Clearinghouse Practice Guide, 40 Reading Intervention Strategies for K-6 Students by McEwan-Adkins (book) If initial reading intervention is not producing results, **increase intensity by** following these recommendations: ● Follow the script or routine more closely to be sure instruction is systematic and explicit ● Increase frequency (increase from 3 times a week to
If a 5TH GRADE student	**Then**	**Programs/Materials/Strategies**
Scores at this benchmark (Tier III intensive intervention): (10th percentile and below) on STAR. -AND-	For *Tier III intensive intervention* level students: Provide Tier 1, Tier II **and** Tier III instruction, **target specific deficit skills.** Students in this range should receive additional minutes of **daily** immediate intensive intervention (iii) instruction, in addition to or as an extension of the 90+ min reading block targeted to student's instructional deficits.	**For** *Tier III intensive intervention* level students target the specific deficit. The following **Programs/ Materials/ Multisensory Strategies** may be used: ➢ Precision Teaching for Fluency ➢ SRA Corrective Reading ➢ **Multisyllable Routine Cards by 95% Group**

(If FSA Level was 3 or better, review classroom performance tasks and provide interventions as needed.)	Monitor progress using the assessments within the ECSD ELA 5th grade Frameworks, assessments within the intervention program, and teacher observation. See STAR Instructional Planning- Student Report and iReady to identify specific student needs. Enter Progress Monitoring Plan information in FOCUS Student Information System and mark students as receiving Tier III interventions for a **substantial reading deficiency.** Continue MTSS process and begin Tier III paperwork. Parent conference required. Immediately notify parents in writing that their child exhibits a substantial reading deficiency including ● student performance data ● a description of proposed services that are designed to remediate the identified area of reading deficiency, ● strategies for parents to use to help their child succeed, ● promotion/retention policies.	If initial reading intervention is not producing results, **increase intensity by** following these recommendations: ● Concentrate more on a small, but targeted reading skill (i.e. phonics, fluency, or determining importance.) ● Increase teacher modeling ● Provide extensive student practice with immediate, corrective feedback ● Make sure lesson pace is slow and deliberate ● Increase frequency to daily, with 45-120 mins of additional mins beyond Tier II ● Decrease group size ● Provide multiple exposures to ensure student is able to transfer new learning ● Increase Visual Auditory Kinesthetic Tactile multisensory strategies If after intensity is increased and progress is tracked, but no change is evident, switch interventions.

Grade 6

Escambia County Middle School Decision Tree

Student Data		Course Placement	Teacher Expertise	Curriculum Supports	Additional Guidance
FSA	**Star 360**				
Level 1 or dysfluent 2*	PR 25th or below	1000010Y INTENS Reading 6th/Co-taught with ESE with Sonday System Must also take Lang Arts 1	Reading Certified or Endorsed	**Programs:** I-ready, Sonday System **Materials:** Ready Florida Books, Literacy Mini-Qs and DBQs, Commonlit.org, Star Custom Assessments and lessons, FSA Question Stems, Vocabulary.com, FCRR, Beanstack, **Strategies:** Teacher-modeled Close Reading Lessons, Student Choice in Text Selection, Incentive-Based Reading Rewards in Alignment with Monthly Data Chats, Multi-sensory instruction **Intensity:** Group Size of 6 or Less; 3+ days per week (Sonday System should be 5 days a week); 30+ minutes per day	*Students will be screened/progress monitored using the ~~ECSD SECONDARY~~ Decision Tree Screening Plan.
Level 1 or dysfluent 2*	PR 25th or below	1000010W INTENS Reading 6th Must also take Lang Arts1	Reading Certified or Endorsed	**Programs:** I-ready **Materials:** Ready Florida Books, Literacy Mini-Qs and DBQs, Commonlit.org, Star Custom Assessments and lessons, FSA Question Stems, Vocabulary.com, FCRR, Beanstack, **Strategies:** Teacher-modeled close reading lessons, Student Choice in Text Selection, Incentive-Based Reading Rewards in Alignment with Monthly Data Chats, Multi-sensory instruction **Intensity:** Group Size of 6 or Less; 3+ days per week; 30+ minutes per day	*Students will be screened/progress monitored using the ~~ECSD SECONDARY~~ Decision Tree Screening Plan.
Level 2 FSA	PR 40th-26th	1001010W M/J Lang Arts 1	L.A. with Reading Endorsed teacher highly recommended	**Programs**: HMH Collections **Materials:** Newsela.com, Commonlit.org, FSA Question Stems, Beanstack **Strategies:** Multi-sensory instruction, Text-dependent Discussions and Written Response to Text, Collaborative Conversations, Teacher-led Explicit Scaffolding of Grade-level Texts (Close Read Lessons) **Intensity:** Whole and Small group instruction of 6 or less; 3+ days per week; 30+ minutes per day	
Level 3, 4, 5 FSA	PR 41st-50th* PR 50th and up	Course codes will vary.		**Programs**: HMH Collections **Materials:** Newsela.com, Commonlit.org, FSA Question Stems, Beanstack **Strategies:** Multi-sensory instruction, Text-dependent Discussions and Written Response to Text, Collaborative Conversations **Intensity:** Whole and Cooperative Groups; 5 days per week	

Grade 7

Student Data		Course Placement	Teacher Expertise	Curriculum Supports	Additional Guidance
FSA	**Star 360**				
Level 1 or dysfluent 2*	PR 25th or below	1000010Y INTENS Reading 7th/Co-taught with ESE with Sonday System Must also take Lang Arts 2	Reading Certified or Endorsed	**Programs:** I-ready, Sonday System **Materials:** Ready Florida Books, Literacy Mini-Qs and DBQs, Commonlit.org, Star Custom Assessments and lessons, FSA Question Stems, Vocabulary.com, FCRR, Beanstack, **Strategies:** Teacher-modeled Close Reading Lessons, Student Choice in Text Selection, Incentive-Based Reading Rewards in Alignment with Monthly Data Chats, Multi-sensory instruction **Intensity:** Group Size of 6 or Less; 3+ days per week (Sonday System should be 5 days a week); 30+ minutes per day	*Students will be screened/progress monitored using the [ECSD SECONDARY Decision Tree Screening Plan.](#)
Level 1 or dysfluent 2*	PR 25th or below	1000010K INTENS Reading 7th Must also take Lang Arts2	Reading Certified or Endorsed	**Programs:** I-ready **Materials:** Ready Florida Books, Literacy Mini-Qs and DBQs, Commonlit.org, Star Custom Assessments and lessons, FSA Question Stems, Vocabulary.com, FCRR, Beanstack, **Strategies:** Teacher-modeled Close Reading Lessons, Student Choice in Text Selection, Incentive-Based Reading Rewards in Alignment with Monthly Data Chats, Multi-sensory instruction **Intensity:** Group Size of 6 or Less; 3+ days per week; 30+ minutes per day	*Students will be screened/progress monitored using the [ECSD SECONDARY Decision Tree Screening Plan.](#)
Level 2 FSA	PR 40th-26th	1001040K M/J Lang Arts 2	L.A. with Reading Endorsed teacher highly recommended	**Programs**: HMH Collections **Materials:** Newsela.com, Commonlit.org, FSA Question Stems, Beanstack **Strategies:** Multi-sensory instruction, Text-dependent Discussions and Written Response to Text, Collaborative Conversations, Teacher-led Explicit Scaffolding of Grade-level Texts (Close Read Lessons) **Intensity:** Whole and Small group instruction of 6 or less; 3+ days per week; 30+ minutes per day	
Level 3, 4, 5 FSA	PR 41st-50th* PR 50th and up	Course codes will vary.		**Programs**: HMH Collections **Materials:** Newsela.com, Commonlit.org, FSA Question Stems, Beanstack **Strategies:** Multi-sensory instruction, Text-dependent Discussions and Written Response to Text, Collaborative Conversations **Intensity:** Whole and Cooperative Groups; 5 days per week	

Grade 8

Student Data		Course Placement	Teacher Expertise	Curriculum Supports	Additional Guidance
FSA	**Star 360**				
Level 1 or dysfluent 2*	PR 25th or below	1000010Y INTENS Reading 8th/Co-taught with ESE with Sonday System Must also take Lang Arts3	Reading Certified or Endorsed	**Programs:** I-ready, Sonday System **Materials:** Ready Florida Books, Literacy Mini-Qs and DBQs, Commonlit.org, Star Custom Assessments and lessons, FSA Question Stems, Vocabulary.com, FCRR, Beanstack, **Strategies:** Teacher-modeled Close Reading Lessons, Student Choice in Text Selection, Incentive-Based Reading Rewards in Alignment with Monthly Data Chats, Multi-sensory instruction **Intensity:** Group Size of 6 or Less; 3+ days per week (Sonday System should be 5 days a week); 30+ minutes per day	*Students will be screened/progress monitored using the [ECSD SECONDARY Decision Tree Screening Plan.](#)
Level 1 or dysfluent 2*	PR 25th or below	1000010Q INTENS Reading 8th Must also take Lang Arts 3	Reading Certified or Endorsed	**Programs:** I-ready **Materials:** Ready Florida Books, Literacy Mini-Qs and DBQs, Commonlit.org, Star Custom Assessments and lessons, FSA Question Stems, Vocabulary.com, FCRR, Beanstack, **Strategies:** Teacher Modeled Close Reading Lessons, Student Choice in Text Selection, Incentive-Based Reading Rewards in Alignment with Monthly Data Chats, Multi-sensory instruction **Intensity:** Group Size of 6 or Less; 3+ days per week; 30+ minutes per day	*Students will be screened/progress monitored using the [ECSD SECONDARY Decision Tree Screening Plan.](#)
Level 2 FSA	PR 40th-26th	1001070Q M/J Lang Arts 3	L.A. with Reading Endorsed teacher recommended	**Programs**: HMH Collections **Materials:** Newsela.com, Commonlit.org, FSA Question Stems, Beanstack **Strategies:** Multisensory instruction, Text Dependent Discussions and Written Response to Text, Collaborative Conversations, Teacher Led Explicit Scaffolding of Grade-level Texts (Close Read Lessons) **Intensity:** Whole and Small group instruction of 6 or less; 3+ days per week; 30+ minutes per day	
Level 3, 4, 5 FSA	PR 41st-50th* PR 50th and up	Course codes will vary.		**Programs**: HMH Collections **Materials:** Newsela.com, Commonlit.org, FSA Flashcards, Beanstack **Strategies:** Multisensory instruction, Text Dependent Discussions and Written Response to Text, Collaborative Conversations **Intensity:** Whole and Cooperative Groups; 5 days per week	

ESE

Student Data	Course Placement	Teacher Expertise
ESE 6th Grade	7863040W Unique Skills: Curr and Learning 6-8/Sonday Systems	ESE Certified (Reading Endorsement recommended)
ESE 7th Grade	7863040K Unique Skills: Curr and Learning 6-8/Sonday Systems	ESE Certified (Reading Endorsement recommended)
ESE 8th Grade	7863040Q Unique Skills: Curr and Learning 6-8/Sonday Systems	ESE Certified (Reading Endorsement recommended)

Grade 9

Escambia County High School Decision Tree

Student Data		Course Placement	Teacher Expertise	Curriculum Supports	Additional Guidance
FSA	**Star 360**				
Level 1 or dysfluent 2*	PR 25th or below	1000400A INTENS LANG ARTS* 9th grade Must also take Eng 1	Reading Certified or Endorsed	**Programs:** Mini-Q's in Literature **Materials:** Star 360 Newsela.com, Commonlit.org, FSA Question Stem, Beanstack	*Students will be screened/progress monitored using the ECSD SECONDARY Decision Tree Screening Plan. If student is not responding to intervention, student will use System44.
Level 2	PR 26th - 39th	1001310A ENG 1	Reading Certified or Endorsed recommended	**Programs:** HMH Collections **Materials:** Star 360 Newsela.com, Commonlit.org, FSA Question Stems, Beanstack **Strategies:** Multiple readings of complex text, Multisensory instruction, Text-dependent Discussions and Written Response to Text, Collaborative Conversations, Teacher-led explicit Scaffolding of Grade-level Texts **Intensity:** Group Size of 6 or Less; 3+ days per week; 30+ minutes per day	
Level 3, 4, 5	PR 40th-55th PR 55th or higher	Varies		**Programs:** HMH Collections; varies	

Grade 10

Student Data		Course Placement	Teacher Expertise	Curriculum Supports	Additional Guidance
FSA	**Star 360**				
Level 1 or dysfluent 2*	PR 25th or below	1000400K INTENS LANG ARTS* 10th grade Must also take Eng 2	Reading Certified or Endorsed	**Programs:** Mini-Q's in Literature **Materials:** Star 360 Newsela.com, Commonlit.org, FSA Question Stems, Beanstack	*Students will be screened/progress monitored using the ECSD SECONDARY Decision Tree Screening Plan. If student is not responding to intervention, student will use System44.
Level 2	PR 26th - 39th	1001340K ENG 2	Reading Certified or Endorsed recommended	**Programs:** HMH Collections **Materials:** Star 360 Newsela.com, Commonlit.org, FSA Question Stems, Beanstack **Strategies:** Multiple readings of complex text, Multisensory instruction, Text-dependent Discussions and Written Response to Text, Collaborative Conversations, Teacher-led explicit Scaffolding of Grade-level Texts **Intensity:** Group Size of 6 or Less; 3+ days per week; 30+ minutes per day	
Level 3, 4, 5	PR 40th-55th PR 55th or higher	Varies		**Programs:** HMH Collections; varies	

Grade

	Student Data	Course Placement	Teacher Expertise	Curriculum Supports	MTSS
FSA	**Star 360**				
Level 1*		1000410Q INTENS Reading* 11th grade Must also take Eng 3	Reading Certified or Endorsed	**Programs:** Mini-Q's in Literature **Materials:** Star 360 Newsela.com, Commonlit.org, FSA Question Stem, Beanstack	*Students will be screened/progress monitored using the ECSD SECONDARY Decision Tree Screening Plan. If student is not responding to intervention, student will use System44.
Level 2		1001370Q ENG 3	English with Reading Endorsed teacher recommended	**Programs:** HMH Collections **Materials:** Star 360 Newsela.com, Commonlit.org, FSA Question Stem, Beanstack **Strategies:** Multiple readings of complex text, Multisensory instruction, Text-dependent Discussions and Written Response to Text, Collaborative Conversations, Teacher-led explicit Scaffolding of Grade-level Texts **Intensity:** Group Size of 6 or Less; 3+ days per week; 30+ minutes per day	
Level 3, 4, 5	PR 40th-55th PR 55th or higher	Varies		**Programs:** HMH Collections; varies	

Grade

Student Data		Course Placement	Teacher Expertise	Curriculum Supports	MTSS
FSA	**Star 360**				
Level 1		1000410W INTENS Reading* 12th Grade Must also take Eng 4	Reading Certified or Endorsed	**Programs:** Mini-Q's in Literature **Materials:** Star 360 Newsela.com, Commonlit.org, FSA Question Stem, Beanstack	*Students will be screened/progress monitored using the ECSD SECONDARY Decision Tree Screening Plan. If student is not responding to intervention, student will use System44.
Level 2		1001400W ENG 4	Reading Certified or Endorsed recommended	**Programs:** HMH Collections **Materials:** Star 360 Newsela.com, Commonlit.org, FSA Question Stem, Beanstack **Strategies:** Multiple readings of complex text, Multisensory instruction, Text-dependent Discussions and Written Response to Text, Collaborative Conversations, Teacher-led explicit Scaffolding of Grade-level Texts **Intensity:** Group Size of 6 or Less; 3+ days per week; 30+ minutes per day	
Level 3, 4, 5	PR 40th-55th PR 55th or higher	Varies		**Programs:** HMH Collections; varies	

2019-2020 300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan

Please complete the following questions to be included as an addendum to the 2019-2020 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

Section 1: Contact Information

1. **District name:** Escambia County School District
2. **Contact name for schools covered on this plan:** Melissa G. Marsh
3. **Contact phone number:** 850-469-5525
4. **Contact email:** mmarsh@escambia.k12.fl.us
5. **Schools covered by this plan:** Brentwood Elementary School, CA Weis Elementary, Ensley Elementary, Global Learning Academy, Holm Elementary, Montclair Elementary, Navy Point Elementary School, O. J. Semmes Elementary, Oakcrest Elementary School, Sherwood Elementary, Warrington Elementary, West Pensacola Elementary

Section 2: Length of School Day

F.A.C. Rule 6A-6.053 requires 90 minutes of reading instruction in grades K-5, and section 1011.62(9) F.S. requires an additional hour of reading instruction, which may be covered within the school day, for a minimum total of 150 minutes. Please answer the following questions regarding the length of the school day and the number of instructional minutes provided.

1. **School start time:** 7:45 a.m.
2. **School dismal time:** 2:00 p.m.
3. **Total number of instructional minutes per day:** 330
4. **Minutes per day of reading instruction (must be at least 150):** 150

Section 3. Instructional Design

1. **Students enrolled in these schools who earned a level 4 or level 5 on the statewide standardized English Language Arts assessment for the previous school year may participate in the extra hour of instruction. Describe the process your district/school uses to serve these students.**

   Students are identified for enrichment activities via previous FSA scores in grades 4 and 5. These activities include book clubs (Sunshine State Readers, Jr. Great Books, Accelerated Reader) and project based learning opportunities. Students also receive adjusted i-Ready lessons for continued academic achievement and sequenced comprehension instruction using content area texts.

2. **The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

   Schools schedule the extra hour so that students with significant deficiencies in reading can be served by professionals trained to deliver SRA Reading Mastery or Corrective Reading. This may include a walk-to read model, or push in support. Training in SRA delivery is provided at the beginning of the school year as well as throughout the year through classroom coaching visits. For students whose need is development of comprehension, teachers use content area texts and writing in response to reading with a sequence of instruction which includes vocabulary, fluency, collaborative discussions, and text coding. This may include additional small group support of reading complex text. In addition, teachers strategically assign iReady computerized lessons to close gaps, and use the data from the software to inform small group instruction. To measure teacher effectiveness in teaching reading, Escambia County uses the following formula: 67% professional practices score + 33% student assessment results. Teachers in grades K-3 are measured based on Student Growth Profile Scores on STAR Reading or Early Literacy and teachers in grade 4 and 5 are measured on FSA ELA learning gains. Teachers responsible for the additional hour per day are rated effective or highly effective. Teachers with needs improvement or unsatisfactory are reassigned or non-renewed. As a way of ensuring that the reading instruction during this hour is effective, administrators in these schools visit classrooms daily to provide feedback to teachers.

3. **The intensive reading instruction delivered in this additional hour shall include research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency. Describe the intensive reading instruction your district/school uses during the additional hour and how your district/school has proven it to accelerate progress of students exhibiting a reading deficiency.**

   Schools implement SRA Reading Mastery daily for K-1 for students below the 41st percentile on STAR Early Literacy and SRA Reading Mastery for grade 2 daily for students below the 41st percentile on STAR Reading. Students in grades 3-5 scoring below the 41st percentile receive SRA Corrective Reading, or multi-sensory multi-syllabic routine instruction.
   SRA was selected as an intervention for students deficient in decoding skills because it explicitly and systematically builds phonemic awareness and phonics skills. The Escambia County School District has expanded its use of SRA as intervention for kindergarten and first grade from four schools to eleven, not only as a way to address high mobility of students in these schools, but because we have seen progress in that we have fewer students in grades 3-5 who need intervention in decoding.
   As a way to measure progress, the phonemic awareness and phonics literacy sub domains were compared between the August 2018 and February 2019 test administrations of first graders on STAR Early Literacy. In four schools where implementation of SRA is established, there was a mean increase of 22 in both the phonemic awareness and phonics literacy sub domain scores.

Intervention for students whose need is comprehension receive explicit, sequenced instruction involving fluency, vocabulary, text coding and question generation with complex content area texts. Support for emphasizing these elements of the reading process comes from The What Works Clearinghouse Practice Guides and The National Reading Panel (2000).

Students in grades 3-5 scoring below the 41st percentile receive receive additional iReady software instruction. Comparison of diagnostic results from August, 2018 to February, 2019 indicated that the percent of students at these 12 schools performing at or above grade level on the software increased from 13% to 39%.

Students also receive small group instruction using iReady tools for instruction/Ready lessons in small group informed by the "lessons passed" reports, daily fluency routines and targeted explicit instruction in the comprehension strategies of: question generation, text coding, determining important ideas, making inferences, visualizing, and systematic vocabulary instruction such as Marzano's 6 Step Vocabulary Instruction model.

Students scoring at the 42nd percentile or above receive individualized iReady software instruction and their independent reading progress is monitored via Accelerated Reader. Students scoring at the 42nd percentile or above also participate in Socratic discussions using complex text.

4. **The intensive reading instruction delivered in this additional hour shall include differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs. Describe the process your district uses to ensure this occurs.**

Student needs are screened and progress is monitored through STAR Early Literacy and STAR Reading, which are administered 5 times a year. The iReady diagnostic is administered twice, and lessons passed reports are reviewed weekly. Schools use the district intervention decision tree to determine whether students are in need of intervention. The decision tree guides teachers to use STAR Early Literacy and STAR Reading as screeners, previous year FSA scores, DRA2+, and phonological awareness tasks. Students who score below the 41st percentile on STAR Early Literacy and STAR Reading receive more support and further screening. Instructional reports in STAR and iReady, as well as the DRA2+ Focus pages guide teachers in selecting appropriate interventions. School administrators monitor classroom performance data closely. These school hold data meetings every 10 days with their school leadership teams.

5. **The intensive reading instruction delivered in this additional hour shall include explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback. Describe the process your school/district uses to ensure this occurs.**

For students with decoding deficits, schools use the SRA programs Reading Mastery and Corrective Reading whose design explicitly teaches phonological awareness, phonics, and fluency. Lessons within the program follow the gradual release model, so students with reading deficiencies are taught explicitly and are given a large amount of

guided practice. When students make errors, the program employs a corrective procedure so students are given immediate corrective feedback. Mastery tests or fluency checkouts come approximately every five lessons to ensure students are mastering the skills taught before moving forward in the program. Training for SRA Reading Mastery is offered several times at the beginning and during the school year. Additional data sessions and coaching are provided throughout the year by the ELA department.

For students with difficulty comprehending text, teachers follow the gradual release model of instruction to explicitly teach strategies or guide students in making meaning from text. The iReady tools for instruction are routines that follow an "I do, we do, you do" structure for explicit teaching and guided practice. The iReady software involves tutorials with explicit instruction presented systematically and assigned based on student performance on the diagnostic. As students practice a skill on the software, they receive corrective feedback to reinforce understanding. Students are assessed at the end of each lesson. Teachers review the lessons passed reports to determine how they can further support student learning in small group.

6. **The intensive reading instruction delivered in this additional hour shall include the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading. Describe the process your district uses to ensure this occurs.**

During the additional hour students read, discuss, and write about content area texts such as selections from the adopted social studies and science materials, with an emphasis on fluency and vocabulary. Schools also use this time to closely read and annotate informational text in preparation for writing analytically about text. During small group intervention they use iReady tools for instruction and other comprehension routines to help students become independent in making inferences from complex text. School administrators facilitate grade level planning sessions and do daily walk-throughs to ensure this occurs.