Monroe 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: Sarah Adams
Contact Email: sarah.morton@keysschools.com
Contact Telephone: (305) 289-2480 x55343

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.

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<td>*</td>
<td>32</td>
<td>*</td>
<td>31</td>
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<td>34</td>
<td>34</td>
<td>30</td>
<td>27</td>
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* 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.

100% of the expenditures from the allocation are utilized for salaries of Literacy Coaches. In short, coaches improve teaching, which improves learning, and ultimately results in increased student achievement.
Through job-embedded professional development coaches provide training to teachers in the areas of unpacking standards, using progress monitoring tools to develop instructional groups and implementing summative and formative assessments to drive instruction. Coaches provide training to teachers on the proper use of MCSD literacy curriculum resources, scientifically-based reading strategies, differentiation, and scaffolding. Additional professional development provided by coaches include: book studies, faculty presentations, small group data-based conversation facilitation, and large group facilitation of the Reading Endorsement.

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?

   Dave Murphy- Executive Director, Assessment & Accountability
   Sarah Morton- Literacy & Language Arts Supervisor & MTSS Coordinator

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 Early Literacy- Grades K (and up as determined by student need).
   STAR Reading- (Grades 1-12)
   Istation ISIP- Grades K-5

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

   Student Progress Monitoring data will be collected and reviewed 3x per year (September, January, April). They are our assessment periods. Data is automatically collected through Renaissance and evaluated by the Literacy Leadership.

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

   Sarah Morton- Literacy & Language Arts/ MTSS Supervisor & Coordinator
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?

Theresa Axford- Executive Director of Teaching and Learning
Sarah Morton- Literacy & Language Arts Supervisor

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

Principals at each school site collect lesson plans which demonstrate correlation to the Florida State Standards.
STAR, Istation, and Read 180 data will also be collected and triangulated to ascertain the effectiveness of classroom instruction.

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

Lesson plans are collected monthly and are checked for alignment with our Literacy Learning Sequences by school principals. Triangulated data will be collected in the Fall, Winter, and Spring testing windows.

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.**?

   Sarah Adams Morton, Literacy Supervisor & Coordinator

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

   100% of the allocation funds Literacy Coaches which provide Professional Development as a major part of their job assignment.
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.

Courses are coded MCSD: READING which meet this criterion. Each course entered into the catalog with this nomenclature must be approved by the District’s Literacy Supervisor. Each course descriptor specifies which effective methods of diagnostic and prescriptive instruction as required in Section 1012.98. Those courses that are specifically for elementary grades have the additional code MCSD: READING ELEMENTARY. Additionally, within the course descriptor, it is specified that this training meets the certification renewal requirements for elementary teachers.

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.

Coaches must be Reading Endorsed or Certified with at least 3 years of highly effective teaching experience. Master’s Degree in Reading/Literacy and/or School Leadership is preferred.


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

Key Largo School, Coral Shores High School, Plantation Key School, Marathon Middle/High School, Stanley Switlik Elementary School, Sugarloaf School, Gerald Adams Elementary School, Poinciana Elementary School, Horace O’Bryant School, Key West High School.

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.

Yes, the coaching model does vary in accordance with needs based on student achievement data. All elementary Title I schools are provided with a coach that works side-by-side with teachers and students. Our secondary school coaching models are targeted at closing achievement gaps based on FSA data.

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

   a. Elementary: 4.75
   b. Middle: 2.25
   c. High: 2

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

To determine coach effectiveness both quantitative and qualitative data are considered. Coaches are evaluated as Teachers as Special Assignment using the Charlotte Danielson Framework for teaching. The evaluation system includes school improvement/VAM and a professional growth plan process. Additionally, coaches complete weekly logs to track their time. The goal is for coaches to spend at least 80% of their time working within the coaching cycle. In addition to tracking the time spent coaching, coaches collect baseline data (STAR/iStation/Achieve/Illuminate) prior to working through coaching cycles and conduct posts assessment and/or other progress monitoring to determine the effectiveness of the coaching cycle.

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

100% of funds are used to fund Literacy Coaches (minus Charter Schools proportionate share)
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**?
   
   None

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.
   
   N/A

3. How many total positions will be funded at each level through the Research-Based Reading Instruction Allocation:
   
   a. Elementary: N/A
   b. Middle: N/A
   c. High: N/A

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

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.:
   
   N/A

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

N/A

Summer Reading Camps

Please complete the following questions regarding SRC:

1. SRC Supervisor Name: Sarah Adams Morton

2. Email Address: sarah.morton@keysschools.com

3. Phone Number: 305-289-2480 x55343

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

   Key Largo School, Marathon Middle High School, Sugarloaf, Poinciana Elementary*pending
   – plans are being finalized and subject to change.

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

   a. Start Date: June 10
   b. Which days of the week is SRC offered: Monday-Friday
   c. Number of instructional hours per day in reading: 6.5
   d. End Date: July 3
   e. Total number of instructional hours of reading: 117

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.?

   Yes

7. What is the anticipated teacher/student ratio?

   For grade 3, 1:12; for grades K-2 1:18

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

   Grades K-2
9. What evidence will be collected that demonstrates growth in student achievement was a result of the instruction provided during SRC?

STAR comparative results from attendees vs non-attendees (AP3 for 1718 SY through AP1 for 1819 SY)

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**

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<td>District expenditures on reading coaches</td>
<td>415,653</td>
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<tr>
<td>District expenditures on intervention teachers</td>
<td>0</td>
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<tr>
<td>District expenditures on supplemental materials or interventions</td>
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<tr>
<td>District expenditures on professional development</td>
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<td>District expenditures on summer reading camps</td>
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<td>District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools</td>
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<td>Flexible Categorical Spending</td>
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<td><strong>Sum of Expenditures</strong></td>
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<td><strong>Amount of district research-based reading instruction allocation for 2019-2020</strong></td>
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<td>Subtopics- Notes</td>
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<td>----------------------------------------------------------------------------------</td>
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<td><strong>Aesthetic Reading Strategy and Update on Disrupting Thinking - Inquiry Project</strong></td>
<td>Sarah Morton</td>
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<td><strong>Independent Reading Policy</strong></td>
<td>Review Feedback and Create FAQs</td>
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<td><strong>Classroom Library Makeovers</strong></td>
<td>Select Finalists (possibly winners!)</td>
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<td><strong>Literacy Coaches</strong></td>
<td>Media Specialists</td>
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<td>• Add EL Decision Trees!</td>
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<td>• Add Lesson Plans in alignment with Literacy Sequence</td>
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<td>• Remove Lexiles</td>
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<td>• Clarify enrolled</td>
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<td>• Find out about ESOL RE conflicts</td>
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<td>• Out-of-field rules</td>
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<td>Letter was updated and needs to be sent home once more as decisions are made for promotion/retention.</td>
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<td><strong>TEST FORMAT REMINDER</strong></td>
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<td>Reading Endorsement 1920 projections and plans- be sure to have completed the Endorsement GAP plans.</td>
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<td><strong>JRF looking for access point teachers that are also RE</strong></td>
<td>Make course schedule for next year.</td>
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<td><strong>Planning for and Measuring Success in a Collaborative School Library Programming - Postponed</strong></td>
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<td>English Learners LOVE the Library!</td>
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<td>1. Book Purchases for 2019 - SSYRA and SSYRA Jr. and K-5 roving library sets (4-5 per school?)</td>
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<td>2. Legislation Pending - Transparency</td>
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<td>3. Summer Work - Website/Inventory/Textbooks/Dig Lit Canvas/</td>
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<td>4. Training Plans - June 5th</td>
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<td>5. Visits for Library Month to Celebrate!!!</td>
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<td>6. Media Spaces Funding</td>
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<td><strong>Met with Student Information System Coordinator, Michael Michaud on 4/2/2019 and 4/4/2019 to review new decision trees and reading intervention protocol.</strong></td>
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APPENDIX B

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;
Appendix- Assessment/Curriculum Decision Trees

In order to enhance reading education in the elementary and secondary programs, Monroe County has adopted the following practical research-based\(^1\) principles. Every day students...

● Will read texts they have selected.
● Will read texts accurately.
● Will read texts they understand.
● Will talk to peers about their reading.
● Will write text that is meaningful.
● Will listen to a fluent adult read aloud.

Independently reading with comprehension is the goal of adolescent literacy development. Adolescent students have unique needs and are best served through Responsive Literacy Instruction\(^2\). Responsive Literacy Instruction includes: more than a curriculum of basic skills; occurs within a comprehensive literacy program; views adolescents as a resource; and comes from effective teachers who have the knowledge and practices to address struggling adolescent readers’ needs. Through Responsive Literacy Instruction, every student can improve their skills and all students can achieve high levels of achievement.

The Monroe County School District’s Multi-Tiered System of support plan includes initial screening and data triangulation to identify the strengths and needs of each student. A comprehensive data analysis which includes historical and current data as well as teacher and parent input are used to make the best possible placement decisions for students. Reading interventions are implemented with initial intensity and fidelity. Group size and frequency adjustment decisions are based upon progress monitoring graphs which illustrate the student’s response to intervention.

\(^{1}\) Educational Leadership:Reading: The Core Skill: [http://www.ascd.org/publications/educational-leadership/mar12/vol69/num06/Every-Child,-Every-Day.aspx](http://www.ascd.org/publications/educational-leadership/mar12/vol69/num06/Every-Child,-Every-Day.aspx)

### FALL PLACEMENT GRADE K

**Student’s Independent Reading Capacity Based on HISTORICAL and CURRENT DATA**  
**PMP Support?**  
**CRRP CCP Material**  
**Teacher Expertise**  
**Program/Materials/Strategies/*Intensity**

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<th>Level</th>
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<th>FLKRS SS</th>
<th>FLKRS PA PR</th>
<th>ISIP SS</th>
<th>Support</th>
<th>Material</th>
<th>Expertise</th>
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<td>HMH</td>
<td>Reading Certified/Endorsed/Enrolled* two RE courses per school year</td>
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<td>PR 51-100</td>
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</tr>
</tbody>
</table>

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# FALL PLACEMENT GRADE 1

<table>
<thead>
<tr>
<th></th>
<th>Student’s Independent Reading Capacity Based on HISTORICAL and CURRENT DATA</th>
<th>PMP Support?</th>
<th>CRRP CCP Material</th>
<th>Teacher Expertise</th>
<th>Program/Materials/Strategies/ Intensity</th>
</tr>
</thead>
</table>
| 3 | **STAR Early Literacy** Students with an Identified Phonemic Awareness Deficit will be provided immediate, intensive intervention, per the MTSS PMP |              | HMH Reading Toolkit | Reading Certified/Endorsed/Enrolled: two RE courses per school year | **Program:** Varies based on diagnostic  
**Materials:** Istation Teacher-Led Interventions; FCRR; Syllaboards; Manipulatives; Mirrors, Letter Tiles  
**Strategies:** Group Size of 3 or Less; Incremental Rehearsal; Incentive Based Reading Reward Program; Multi-sensory Instruction; Data Chats  
**Intensity:** Group Size of 3 or Less; 3+ days per week; 30+minutes per day |
| 3 | STAR Reading PR <25  
ISIP: <190  
STAR SS: <64 | Yes | HMH Write-In Readers | Elementary/Early Childhood Education | **Program:** Istation  
**Materials:** Istation Teacher-Led interventions; FCRR, Syllaboards; Manipulatives: Mirrors, Letter Tiles  
**Strategies:** small group instruction; Multi-sensory Instruction; Collaborative Conversations; Data Chats  
**Intensity:** Group Size of 6 or Less; 2+ days per week; 20+minutes per day |
| 2 | STAR Reading PR 26-40  
Lexile: 100-150  
ISIP: 190-193  
STAR SS: 64-71 | Yes | HMH Leveled Readers |                          | **Program:** Istation; Scholastic Guided Reading, Words Their Way  
**Materials:** Istation Teacher-Led Interventions, Leveled Text, LAFS Question Stem Task Cards  
**Strategies:** Small-group instruction; Writing to Read; Collaborative Conversations; Multi-sensory Instruction; Data Chats  
**Intensity:** Whole and Cooperative Groups; 5 days per week; 90+minutes per day |
| 2 | STAR Reading PR 41-50  
ISIP: 194-199  
STAR SS: 71-75 | No | HMH Leveled Readers | | **Program:** Istation; Scholastic Guided Reading, Words Their Way  
**Materials:** Istation Teacher-Led Interventions, Leveled Text, LAFS Question Stem Task Cards  
**Strategies:** Small-group instruction; Writing to Read; Collaborative Conversations; Multi-sensory Instruction; Data Chats  
**Intensity:** Whole and Cooperative Groups; 5 days per week; 90+minutes per day |
| 1 | STAR PR >50  
ISIP: >200  
STAR SS: >75 | No | HMH Leveled Readers | | **Program:** Istation; Scholastic Guided Reading, Words Their Way  
**Materials:** Istation Teacher-Led Interventions, Leveled Text, LAFS Question Stem Task Cards  
**Strategies:** Small-group instruction; Writing to Read; Collaborative Conversations; Multi-sensory Instruction; Data Chats  
**Intensity:** Whole and Cooperative Groups; 5 days per week; 90+minutes per day |

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### FALL PLACEMENT GRADE 2

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<tr>
<th>Student’s Independent Reading Capacity Based on HISTORICAL and CURRENT DATA</th>
<th>PMP Support?</th>
<th>CRRP CCP Material</th>
<th>Teacher Expertise</th>
<th>Program/Materials/Strategies/Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3</strong> STAR Early Literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAR PR &lt;25</td>
<td>Students with an Identified Phonemic Awareness Deficit will be provided immediate, intensive intervention, per the MTSS PMP ISIP: &lt;209 STAR SS: &lt;114</td>
<td>HMH Reading Toolkit</td>
<td>Reading Certified / Endorsed/Enrolled: two RE courses per school year</td>
<td>Program: Varies based on diagnostic Testing Results</td>
</tr>
<tr>
<td><strong>2</strong> STAR PR 26-40</td>
<td>ISIP: 209-214 STAR SS: 114-182</td>
<td>Yes</td>
<td>HMH Write-in Readers</td>
<td>Elementary/Early Childhood Education</td>
</tr>
<tr>
<td><strong>2</strong> STAR PR 41-50</td>
<td>ISIP: 215-218 STAR SS: 182-219</td>
<td>Yes</td>
<td><strong>Program:</strong> Istation, Scholastic Guided Reading, Words Their Way</td>
<td><strong>Materials:</strong> Istation Teacher-Led Interventions, Leveled Text, LAFLS Question Stem Task Cards</td>
</tr>
<tr>
<td><strong>1</strong> STAR PR &gt;50</td>
<td>ISIP: &gt;218 STAR SS: &gt;219</td>
<td>No</td>
<td>HMH Leveled Readers</td>
<td></td>
</tr>
</tbody>
</table>

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### FALL PLACEMENT GRADE 3

<table>
<thead>
<tr>
<th>3</th>
<th>STAR Early Literacy Grade 3 Retention</th>
<th>Students with an Identified Phonemic Awareness Deficit will be provided immediate, intensive intervention, per the MTSS PMP</th>
<th><em>Must be provided alternate CCP Material</em></th>
<th>Reading Certified / Endorsed / Enrolled: two RE courses per school year</th>
<th>Program: Varies based on diagnostic Materials: Leveled Text, Istation Teacher-Led Interventions; FCRR, Ready; FSA Question Task Cards Strategies: Diagnostic-driven intervention, Group Size of 3 or Less; Incentive-Based Reading Reward Program Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>STAR PR &lt;25</td>
<td>ISIP: &lt;232 STAR SS: &lt;261</td>
<td>Yes</td>
<td>HMH Reading Toolkit</td>
<td>Program: IStation Materials: Leveled Text, Istation Teacher-Led Interventions; FCRR, Ready, FSA Question Stem Task Cards Strategies: Choice in Text Selection; Everybody Writes; Reciprocal Teaching Intensity: Group Size of 6 or Less; 2+ days per week; 20+minutes per day</td>
</tr>
<tr>
<td>2</td>
<td>STAR PR 26-40</td>
<td>ISIP: 223-230 STAR SS: 261-323</td>
<td>Yes</td>
<td>HMH Write-In Readers</td>
<td>Program: IStation, Scholastic Guided Reading, Words Their Way Materials: Leveled Text, LAFS Question Stem Task Cards Strategies: Project-Based Learning Intensity: Whole and Cooperative Groups; 5 days per week; 90+minutes per day</td>
</tr>
<tr>
<td>2</td>
<td>STAR PR 41-49</td>
<td>ISIP: 231-242 STAR SS: 323-362</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>STAR PR &gt;50</td>
<td>ISIP: 243+ STAR SS: &gt;362</td>
<td>No</td>
<td>HMH Leveled Readers</td>
<td></td>
</tr>
</tbody>
</table>

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### FALL PLACEMENT GRADE 4
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<thead>
<tr>
<th>Student’s Independent Reading Capacity Based on HISTORICAL and CURRENT DATA</th>
<th>PMP Support?</th>
<th>CRRP CCP Material</th>
<th>Teacher Expertise</th>
<th>Program/Materials/Strategies/*Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 FSA-SS &lt;284</td>
<td>Students with an Identified Phonemic Awareness Deficit will be provided immediate, intensive intervention, per the MTSS PMP</td>
<td>HMH Reading Toolkit</td>
<td>Reading Certified/Endorsed/Enrolled: two RE courses per school year</td>
<td>Program: Varies based on diagnostic Materials: Leveled Text, Istation Teacher-Led Interventions; FRCC, Ready; FDOE ELAFS, FSA Question Stem Cards Strategies: Diagnostic-Driven Intervention; Incentive Based Reading Reward Program Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day</td>
</tr>
<tr>
<td>3 FSA-SS 285-293</td>
<td>ISIP: &lt;1685 STAR SS: &lt;357</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 FSA-SS 294-299</td>
<td>ISIP: 1685-1716 STAR SS: 357-379</td>
<td>Yes</td>
<td>HMH Write-In Readers</td>
<td>Program: Istation Materials: Leveled Text, Istation Teacher-Led Interventions; FCRR, Ready; FDOE ELAFS, FSA Task Cards Strategies: Choice in Text Selection; Everybody Writes; Reciprocal Teaching Intensity: Group Size of 6 or Less; 2+ days per week; 20+minutes per day</td>
</tr>
<tr>
<td>3 FSA-SS 300-308</td>
<td>ISIP: 1717-1747 STAR SS: 380-423</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 FSA-SS 315+</td>
<td>ISIP: 1779+ STAR SS: &gt;465</td>
<td>No</td>
<td>HMH Leveled Readers</td>
<td></td>
</tr>
</tbody>
</table>

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**FALL PLACEMENT Grade 5**
<table>
<thead>
<tr>
<th>Student's Independent Reading Capacity Based on HISTORICAL and CURRENT DATA</th>
<th>PMP Support?</th>
<th>CRPP CCP Material</th>
<th>Teacher Expertise</th>
<th>Program/Materials/Strategies/Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>FSA SS &lt;296</td>
<td>Students with an Identified Phonemic Awareness Deficit will be provided immediate, intensive intervention, per the MTSS PMP</td>
<td>HMH Reading Toolkit</td>
<td>Reading Certified / Endorsed/ Enrolled: <em>two RE courses per school year</em></td>
</tr>
<tr>
<td>3</td>
<td>FSA SS 297-304 STAR PR: &lt;24</td>
<td>ISIP: &lt; 1783 STAR SS: &lt;453</td>
<td>Yes</td>
<td>Program: Varies based on diagnostic</td>
</tr>
<tr>
<td>2</td>
<td>FSA SS 311-318 STAR PR: 31-40</td>
<td>ISIP: 1838-1891 STAR SS: 510-525</td>
<td>Yes</td>
<td>Interventions; FCRR, Ready, FSA Question Stem Task Cards</td>
</tr>
<tr>
<td>2</td>
<td>FSA SS 319-324 STAR PR: 41-49</td>
<td>ISIP: 1892-1947 STAR SS: 525-569</td>
<td>No</td>
<td>Strategies: Diagnostic-Driven Intervention, Incentive-Based Reading Reward Program</td>
</tr>
<tr>
<td>1</td>
<td>FSA SS 325+ STAR PR: 50+</td>
<td>ISIP: &gt; 1947 STAR SS: &gt;570</td>
<td>No</td>
<td>Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day</td>
</tr>
<tr>
<td><strong>Universal Design for Learning lays the foundation for all tiers. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.</strong></td>
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</tbody>
</table>

**Note:** The table above outlines the student's independent reading capacity based on historical and current data, along with PMP support, CRPP CCP material, teacher expertise, and program/materials/strategies. The intensity of the interventions varies based on diagnostic and other factors, ensuring the best possible reading improvement for each student.
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>PR Range</th>
<th>SS Range</th>
<th>ISIP Range</th>
<th>PMP?</th>
<th>Course Placement</th>
<th>Teacher Expertise</th>
<th>Program/Materials/Strategies/Intensity</th>
</tr>
</thead>
</table>
| 3     | Students scoring at Level 1 for three or more years will be provided intensive, immediate, intervention through placement in Intensive Reading per the MTSS plan. | PR < 25 | SS < 537 | ISIP < 1993 | Yes | Reading 1008010 | Reading Certified/Endorsed | Program: IStation, Read 180*  
Materials: Browser-Enabled Device, IStation Interventions, FCRR, CommonLit.org, FSA Question Stem Cards, Leveled Text Library  
Strategies: Incentive-Based Reading Reward Program In alignment with Monthly Data Chats; Small Group Explicit Instruction, Close Reading of Complex Text  
Intensity: Group Size of 3 or Less; 3+ days per week; 30+ minutes per day |
| 3     | Level 1 or 2 in last three years FSA SS 259-308 | PR 26-40 | SS 538-626 | ISIP 1993-2039 | Yes | Critical Thinking 1700100 | Reading Certified/Endorsed/Enrolled: two RE courses per school year | Program: Achieve3000, Read 180*  
Materials: Browser-Enabled Device, FCRR, FSA Question Stem Cards, Gamified Vocabulary, CommonLit.org, Leveled Text Library  
Strategies: Student Choice in Text Selection; Teacher Modeled Stretch Passages, Close Reading of Complex Text  
Intensity: Group Size of 6 or Less; 2+ days per week; 20+ minutes per day |
| 2     | Level 2 or 3 in last three years FSA SS 309-325 | PR 41-50 | SS 627-683 | ISIP 2040-2129 | No | Varies  
AVID Advanced Placement Honors | Varies | Programs: SpringBoard  
Materials: Browser-Enabled Device, Leveled Text, Gamified Vocabulary, LAFS Question Stem Task Cards, CommonLit.org, myOn, Leveled Text Library, Literacy Sequence  
Strategies: Text-dependent Discussions and Written Response to Text, Collaborative Conversations, Multisensory Instruction  
Intensity: Whole and Cooperative Groups; 5 days per week; 50+ minutes per day |
| 1     | Level 4 and 5 in last three years FSA SS | PR 50+ | SS 684+ | ISIP 2130+ | | | | **Universal Design for Learning lays the foundation for all tiers. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. *Read 180 used at one Middle School.** |
### FALL PLACEMENT GRADE 7

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<thead>
<tr>
<th>Student’s Independent Reading Capacity Based on HISTORICAL &amp; CURRENT DATA</th>
<th>PMP?</th>
<th>Course Placement</th>
<th>Teacher Expertise</th>
<th>Program/Materials/Strategies/Intensity</th>
</tr>
</thead>
</table>
| **3** Students scoring at Level 1 for three or more years will be provided intensive, immediate, intervention through placement in Intensive Reading per the MTSS plan. | | Reading **1008040** | Reading Certified/Endorsed | **Program:** IStation, Read 180*  
**Materials:** Browser-Enabled Device, IStation Interventions, FCR, CommonLit.org, FSA Question Stem Cards, Leveled Text Library  
**Strategies:** Incentive-Based Reading Reward Program In alignment with Monthly Data Chats; Small Group Explicit Instruction, Close Reading of Complex Text  
**Intensity:** Group Size of 3 or Less; 3+ days per week; 30+minutes per day |
| **3** Level 1 or 2 in last three years  
FSA SS < 267 | PR <25  
SS <601  
Lexile <550  
ISIP <2061 | Yes | Reading **1008040** | **Program:** Achieve3000, Read 180*  
**Materials:** Browser-Enabled Device, FCR, FSA Question Stem Cards, Gamified Vocabulary, CommonLit.org, Leveled Text Library  
**Strategies:** Student Choice in Text Selection; Teacher Modeled Stretch Passages, Close Reading of Complex Text  
**Intensity:** Group Size of 6 or Less; 2+ days per week; 20+minutes per day |
| **3** Level 2 or 3 in last three years  
FSA SS 268-317 | PR 26-40  
SS 713-600  
Lexile 550-750  
ISIP 2061-2129 | Yes | Critical Thinking **1700100** | **Program:** SpringBoard, AVID  
**Materials:** Browser-Enabled Device, Leveled Text, Gamified Vocabulary, LAFS Question Stem Task Cards, CommonLit.org, myOn, Leveled Text Library, District created Literacy Sequence  
**Strategies:** Text-dependent Discussions and Written Response to Text, Collaborative Conversations, Multisensory Instruction  
**Intensity:** Whole and Cooperative Groups; 5 days per week; 50+minutes per day |
| **2** Level 2 or 3 in last three years  
FSA SS 332-345 | PR 41-50  
SS 714-810  
Lexile 751-950  
ISIP 2130-2211 | No | Varies  
AVID Advanced Placement Honors | Varies |
| **1** Level 4 and 5 in last three years  
FSA SS 346+ | PR 50+  
SS 811+  
Lexile 951+  
ISIP 2212+ | | | |

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# FALL PLACEMENT GRADE 8

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<th>Student’s Independent Reading Capacity Based on HISTORICAL &amp; CURRENT DATA</th>
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<th>Course Placement</th>
<th>Teacher Expertise</th>
<th>Program/Materials/Strategies/*Intensity</th>
</tr>
</thead>
</table>
| **3** Students scoring at Level 1 for three or more years will be provided intensive, immediate, intervention through placement in Intensive Reading per the MTSS plan. | | Reading 1008070 | Reading Certified/Endorsed | Program: Istation, Read 180*  
Materials: Browser-Enabled Device, Istation Interventions, FCRR, CommonLit.org, FSA Question Stem Cards, Leveled Text Library  
Strategies: Incentive-Based Reading Reward Program In alignment with Monthly Data Chats; Small Group Explicit Instruction, Close Reading of Complex Text  
Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day |
| **3** Level 1 or 2 in last three years  
FSA SS <274 | PR <25  
SS < 680  
Lexile <600  
ISIP < 2129 | Yes | Reading 1008070 | Program: Achieve3000, Read 180*  
Materials: Browser-Enabled Device, FCRR, LAFS Question Stem Task Cards, Gamified Vocabulary, CommonLit.org, Leveled Text Library  
Strategies: Student Choice in Text Selection; Teacher Modeled Stretch Passages, Close Reading of Complex Text  
Intensity: Group Size of 6 or Less; 2+ days per week; 20+minutes per day |
| **2** Level 2 or 3 in last three years  
FSA SS 274-321 | PR 26-40  
SS 680-847  
Lexile 600-800  
ISIP 2129-2157 | Yes | Critical Thinking 1700100 | Program: SpringBoard,  
Materials: Browser-Enabled Device, Leveled Text, Gamified Vocabulary, FSA Task Card, CommonLit.org, myOn, Leveled Text Library, District created Literacy Sequence  
Strategies: Text-dependent Discussions and Written Response to Text, Collaborative Conversations, Multisensory Instruction  
Intensity: Whole and Cooperative Groups; 5 days per week; 50+minutes per day |
| **2** Level 2 or 3 in last three years  
FSA SS 338-351 | PR 41-50  
SS 848-920  
Lexile 801-1037  
ISIP 2158-2211 | No | Varies  
AVID Advanced Placement Honors | Programs: SpringBoard,  
Materials: Browser-Enabled Device, Leveled Text, Gamified Vocabulary, FSA Task Card, CommonLit.org, myOn, Leveled Text Library, District created Literacy Sequence  
Strategies: Text-dependent Discussions and Written Response to Text, Collaborative Conversations, Multisensory Instruction  
Intensity: Whole and Cooperative Groups; 5 days per week; 50+minutes per day |
| **1** Level 4 and 5 in last three years  
FSA SS 352+ | PR 50+  
SS 921+  
Lexile 1038+  
ISIP 2212+ | | Varies | Programs: SpringBoard,  
Materials: Browser-Enabled Device, Leveled Text, Gamified Vocabulary, FSA Task Card, CommonLit.org, myOn, Leveled Text Library, District created Literacy Sequence  
Strategies: Text-dependent Discussions and Written Response to Text, Collaborative Conversations, Multisensory Instruction  
Intensity: Whole and Cooperative Groups; 5 days per week; 50+minutes per day |

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## FALL PLACEMENT GRADE 9

<table>
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<tr>
<th>Student’s Independent Reading Capacity Based on HISTORICAL &amp; CURRENT DATA</th>
<th>PMP</th>
<th>Course Placement</th>
<th>Teacher Expertise</th>
<th>Program/Materials/Strategies/Intensity</th>
</tr>
</thead>
</table>
| Students scoring at Level 1 for three or more years will be provided intensive, immediate, intervention through placement in Intensive Reading per the MTSS plan. | 3 | Intensive Reading | Intensive Reading 1000410 | Program: Achieve Boost  
Materials: Browser-Enabled Device, Achieve 3000 Boost Ancillaries, Flocabulary.com, Vocabulary.com, FSA Task Cards, Myon.com  
Strategies: Teacher Modeled Stretch Passages, Student Choice in Text Selection, Incentive-Based Reading Rewards in Alignment with Monthly Data Chats  
Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day |
| FSA Level 1 or Low Level 2 in last three years FSA Scale Score: 276-335 | 3 | Reading Certified/Endorsed | Reading 1008300 | Program: Achieve3000 with Springboard Alignment  
Materials: Browser-Enabled Device, Achieve3000, Flocabulary.com, Vocabulary.com, FSA Task Cards, Myon.com  
Strategies: Multiple Readings of Complex Text, Choice in Text Selection; Teacher Modeled Stretch Passages, Active Reading Strategies  
Intensity: Group Size of 6 or Less; 2+ days per week; 20+minutes per day |
| Low Level 2 in last three years FSA Scale Score: 328-335 | 2 | Yes | Reading 1008300 | Program: Achieve3000 with Springboard Alignment  
Materials: Browser-Enabled Device, Achieve3000, Flocabulary.com, Vocabulary.com, FSA Task Cards, Myon.com  
Strategies: Multiple Readings of Complex Text, Choice in Text Selection; Teacher Modeled Stretch Passages, Active Reading Strategies  
Intensity: Group Size of 6 or Less; 2+ days per week; 20+minutes per day |
| High Level 2 or 3 in last three years FSA Scale Score: 336-343 | 2 | Yes | Reading 1008300 | Program: Achieve3000 with Springboard Alignment  
Materials: Browser-Enabled Device, Achieve3000, Flocabulary.com, Vocabulary.com, FSA Task Cards, Myon.com  
Strategies: Multiple Readings of Complex Text, Choice in Text Selection; Teacher Modeled Stretch Passages, Active Reading Strategies  
Intensity: Group Size of 6 or Less; 2+ days per week; 20+minutes per day |
| Level 3 in last three years FSA Scale Score: 343-354 | 2 | No | Varies AVID | Varies  
Programs: Springboard; Varies  
Materials: Browser-Enabled Device, Leveled Text, Flocabulary.com, Vocabulary.com, Instructional Literacy Sequence, FSA Task Cards, Myon.com  
Strategies: Learning Goals, Learning Scales, Writing to Learn, Read Alouds, Graphic Organizers, Collaborative Conversations, Multi-Sensory Instruction  
Intensity: Whole and Cooperative Groups; 5 days per week; 50+minutes per day |
| Level 4 and 5 in last three years FSA Scale Score: 355-407 | 1 | No | Varies Advanced Placement Honors | Varies  
Programs: Springboard; Varies  
Materials: Browser-Enabled Device, Leveled Text, Flocabulary.com, Vocabulary.com, Instructional Literacy Sequence, FSA Task Cards, Myon.com  
Strategies: Learning Goals, Learning Scales, Writing to Learn, Read Alouds, Graphic Organizers, Collaborative Conversations, Multi-Sensory Instruction  
Intensity: Whole and Cooperative Groups; 5 days per week; 50+minutes per day |

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### FALL PLACEMENT GRADE 10

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<thead>
<tr>
<th>Student’s Independent Reading Capacity Based on HISTORICAL &amp; CURRENT DATA</th>
<th>PMP?</th>
<th>Course Placement</th>
<th>Teacher Expertise</th>
<th>Program/Materials/Strategies/Intensity</th>
</tr>
</thead>
</table>
| Students scoring at Level 1 for three or more years will be provided intensive, immediate, intervention through placement in Intensive Reading per the MTSS plan. | 3 | Intensive Reading | Reading Endorsed/Certified | Program: Achieve Boost  
Materials: Browser-Enabled Device, Achieve 3000 Boost Ancillaries, Flocabulary.com, Vocabulary.com, FSA Task Cards, Myon.com  
Strategies: Teacher Modeled Stretch Passages, Student Choice in Text Selection, Incentive-Based Reading Rewards in Alignment with Monthly Data Chats  
Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day |
| Level 1 in last three years FSA Scale Score: <333 | 3 | PR STAR <10  
SS STAR <648  
Lexile <830 | Yes | Program: Achieve3000 with Springboard Alignment  
Materials: Browser-Enabled Device, Achieve3000, Flocabulary.com, Vocabulary.com, FSA Task Cards, Myon.com  
Strategies: Multiple Readings of Complex Text; Choice in Text Selection; Teacher Modeled Stretch Passages, Active Reading Strategies  
Intensity: Group Size of 6 or Less; 2+ days per week; 20+minutes per day |
| Low Level 2 in last three years FSA Scale Score: 334-349 | 2 | PR STAR 11-19  
SS STAR 660-789  
Lexile 831-950 | Yes | Program: Springboard; Varies  
Materials: Browser-Enabled Device, Leveled Text, Flocabulary.com, Vocabulary.com, Literacy Sequence, LAFS Question Stem Task Cards, Myon.com  
Strategies: Learning Goals, Learning Scales, Writing to Learn, Read Alouds, Graphic Organizers, Collaborative Conversations  
Intensity: Whole and Cooperative Groups; 5 days per week; 50+minutes per day |
| High Level 2 or Level 3 in last three years FSA Scale Score: 342-355 | 2 | PR STAR 20-39  
SS STAR 790-980  
Lexile 951-1080 | Yes | |
| Level 3 in last three years FSA Scale Score: 350-361 | 2 | PR STAR 40-49  
SS STAR 981-1123  
Lexile 1080-1150 | No | Varies | Varies  
Programs: Springboard; Varies  
Materials: Browser-Enabled Device, Leveled Text, Flocabulary.com, Vocabulary.com, Literacy Sequence, LAFS Question Stem Task Cards, Myon.com  
Strategies: Learning Goals, Learning Scales, Writing to Learn, Read Alouds, Graphic Organizers, Collaborative Conversations  
Intensity: Whole and Cooperative Groups; 5 days per week; 50+minutes per day |
| Level 4 and 5 in last three years FSA Achievement Level 362-412 | 1 | PR STAR >50  
SS STAR >1124  
Lexile >1150 | No | Varies  
Advanced Placement Honors | Varies |

* Universal Design for Learning lays the foundation for all tiers. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.
<table>
<thead>
<tr>
<th>Level</th>
<th>Student’s Independent Reading Capacity Based on HISTORICAL &amp; CURRENT DATA</th>
<th>PMP?</th>
<th>Course Placement</th>
<th>Teacher Expertise</th>
<th>Program/Materials/Strategies/*Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Students scoring at Level 1 for three or more years will be provided intensive, immediate, intervention through placement in Intensive Reading per the MTSS plan. Level 1 or 2 in last three years PR STAR &lt;20 SS STAR &lt;878 Yes</td>
<td></td>
<td>Intensive Reading</td>
<td>Reading Endorsed / Certified</td>
<td>Program: Achieve Boost Materials: Browser-Enabled Device, Achieve 3000 Boost Ancillaries, Flocabulary.com, Vocabulary.com, FSA Task Cards, Myon.com Strategies: Teacher Modeled Stretch Passages, Student Choice in Text Selection, Incentive-Based Reading Rewards in Alignment with Monthly Data Chats Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day</td>
</tr>
<tr>
<td>2</td>
<td>Level 2 in Grade 10 FSA ELA FSA Achievement Level PR STAR 20-39 SS STAR 878-1000</td>
<td>Yes</td>
<td>11: Reading 1008330 12: Reading for College Success &amp; Critical Thinking 1008350 1700370</td>
<td>Reading Certified/Endorsed</td>
<td>Program: Achieve3000 Empower Materials: Browser-Enabled Device, Achieve3000, Flocabulary.com, Vocabulary.com, FSA Task Cards, Myon.com Strategies: Multiple Readings of Complex Text; Choice in Text Selection; Teacher Modeled Stretch Passages, Active Reading Strategies Intensity: Group Size of 6 or Less; 2+ days per week; 20+minutes per day</td>
</tr>
<tr>
<td>2</td>
<td>Level 3 in Grade 10 FSA ELA FSA Achievement Level PR STAR 40-55 SS STAR 1141-1300</td>
<td>No</td>
<td>Varies AVID</td>
<td>Varies</td>
<td>Programs: HMH Collection; Varies Materials: Browser-Enabled Device, Leveled Text, Flocabulary.com, Vocabulary.com, Instructional Literacy Sequence, FSA Task Cards, Myon.com Strategies: Learning Goals, Learning Scales, Writing to Learn, Read Alouds, Graphic Organizers, Collaborative Conversations, Multi-Sensory Instruction Intensity: Whole and Cooperative Groups; 5 days per week; 50+minutes per day</td>
</tr>
<tr>
<td>1</td>
<td>Level 4 and 5 in last three years FSA Achievement Level PR STAR &gt;55 SS STAR 1300</td>
<td>No</td>
<td>Advanced Placement Honors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Universal Design for Learning lays the foundation for all tiers. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.
## Secondary Decision Tree for English Language Learners

### Middle School

<table>
<thead>
<tr>
<th>ACCESS FOR ELLs and Local Data</th>
<th>Course Placement</th>
<th>Certification</th>
<th>Program/Materials/Strategies/Intensity</th>
</tr>
</thead>
</table>
| **3** | Level 1 in Reading AND/OR Overall | IRL <4.2 < 500 L | English through ESOL Plus, Developmental Language Arts (MC) | Plus-Reading Endorsed/Enrolled | Program: + Imagine Learning, Everyday English  
Materials: Texts in Native Language, Imagine Learning Ancillaries  
Intensity: Daily; Group size 3 or less |
| **2** | Level 2 in Reading AND/OR Overall | IRL 4.2-5.3 500-650L | ESOL Endorsed/Certified | Program: + Keystone  
Materials: Novel Units, Keystone Ancillaries  
Intensity: 2x per week; Group size 6 or less |
| **2** | Level 3 in Reading AND/OR Overall | IRL 5.4-6.3 651-800L | ESOL Endorsed/Certified | Program: Springboard, Achieve 3000  
Materials: Browser-Enabled Device, Leveled Text  
Strategies: Sensory, Graphic, and Interactive Support |
| **2** | Level 4 Reading and Overall - FSA (<3) | IRL 6.4-6.7 801-875L | English (EXIT or add Developmental Language Arts (MC)) | Program: Springboard, Achieve 3000  
Materials: Browser-Enabled Device, Leveled Text  
Strategies: Sensory, Graphic, and Interactive Support |
| **1** | Level 4 Reading and Overall + FSA (3+) | IRL 6.8+ 876+L | ESOL Endorsed/Certified | Program: Springboard, Achieve 3000  
Materials: Browser-Enabled Device, Leveled Text  
Strategies: Sensory, Graphic, and Interactive Support |

### High School

<table>
<thead>
<tr>
<th>ACCESS FOR ELLs and Local Data</th>
<th>Course Placement</th>
<th>Certification</th>
<th>Program/Materials/Strategies/Intensity</th>
</tr>
</thead>
</table>
| **3** | Level 1 in Reading AND/OR Overall | IRL <6.2 <780 L | English through ESOL Plus, Developmental Language Arts (MC) | Plus-Reading Endorsed/Enrolled | Program: + Imagine Learning, Everyday English  
Materials: Texts in Native Language, Imagine Learning Ancillaries  
Intensity: Daily; Group size 3 or less |
| **2** | Level 2 in Reading AND/OR Overall | IRL 6.3-8.0 780-1000 L | ESOL Endorsed/Certified | Program: + Keystone  
Materials: Novel Units, Keystone Ancillaries  
Intensity: 2x per week; Group size 6 or less |
| **2** | Level 3 in Reading AND/OR Overall | IRL 8.1-8.6 1001-1055 L | ESOL Endorsed/Certified | Program: Springboard, Achieve 3000  
Materials: Browser-Enabled Device, Leveled Text  
Strategies: Sensory, Graphic, and Interactive Support |
| **2** | Level 4 Reading and Overall - FSA (<3) | IRL 8.7-9.6 1056-1125 L | ESOL Endorsed/Certified | Program: Springboard, Achieve 3000  
Materials: Browser-Enabled Device, Leveled Text  
Strategies: Sensory, Graphic, and Interactive Support |
| **1** | Level 4 Reading and Overall + FSA (3+) | IRL 9.7+ 1126+ L | English (EXIT or add Developmental Language Arts (MC)) | Program: Springboard, Achieve 3000  
Materials: Browser-Enabled Device, Leveled Text  
Strategies: Sensory, Graphic, and Interactive Support |