

Osceola 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: Stacy Burdette, Director of Elementary Education

Contact Email: Stacy.Burdette@osceolaschools.net

Contact Telephone: 407-870-4849

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	51		52	55	52	57	59

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	50	53	53	54	54	57	59

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
						17	14
White/African American	50	19	21	19	18		
White/Hispanic	20	19	21	19	19	17	14
Economically Disadvantaged/Non-Economically Disadvantaged	17	16	14	13	14	12	12
Students with Disabilities/Students without Disabilities	38	35	40	36	38	30	25
English Language Learners/ Non-English Language Learners	33	38	35	36	36	27	22

* 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.

The majority of the Reading Categorical Funds is spent on the salaries of the Literacy Coaches, which are provided to every school in Osceola County. In an effort to streamline the work done by the school level coaches, the district level coaches will work with the school based coaches to apply the principles of planning, teaching and monitor for achievement and learning. As research has indicated, the stand alone professional development sessions do not support academic growth. Over the past two years, this has been a focus of change and work is being done to support both teachers and school based coaches.

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?

At the district level, data is collected and analyzed by the department of Research, Evaluation and Accountability. It is further reviewed by the Assistant Superintendents of Curriculum and Instruction, Directors of Curriculum and Instruction and the Content Area Resource Teachers. Subgroup data is also analyzed by Department of Exceptional Student Education and the Multicultural Department.

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.

In our K - 5 elementary schools, progress monitoring at the district level will be collected using the assessments of STAR Early Literacy, i-Ready diagnostics, NSGRA (Next Step in Guided Reading Assessment), and ELA district formative assessments. By analyzing multiple data points, the problem solving team will be able to drill down to the individual student and help the teacher to design instruction to differentiate instruction. The reports from these assessments will provide the classroom teacher and the problem solving team the number of students who are expected to show proficiency on FSA-ELA, as well as the standards students have demonstrated mastery and/or which standards need more support, and academic growth. To ensure all students are working towards mastery of the Florida Standards, the School District of Osceola County additionally administers ongoing progress monitoring, and other district created formative assessments to drive instruction. Ten intensive Focus Lessons were created around the ELA standards to help support students in applying comprehension strategies when interacting with complex text. These systematic lessons are taught to prepare students for the rigor of FSA-ELA. The goal is for students to demonstrate mastery of the ELA standards. All third grade students are closely monitored with the Third Grade Portfolio process by the district and school level administrators.

In middle schools, grades 6-8, the primary tool for progress monitoring collected at the district level is i-Ready district level reports. I-Ready reports and formative assessments are used to monitor progress toward target goals, determine the number of proficient students, and the number of students in need of interventions. In addition to i-Ready diagnostic testing, students are administered progress monitoring assessments intermittently. Achieve 3000 will be used to monitor lexile growth in grade 6-8. The number of students requiring interventions are monitored by the district level school reports.

In the high schools, the plan is to use Achieve 3000 in grades 9-10 and Teengagement in grades 11-12. Achieve 3000 proficiency usage reports and will be used to monitor lexile growth in grades 9-10. Grades 11-12 will be monitored with Teengagement assessments and linking/usage reports for Official SAT Practice/Khan Academy. Grades 9-10 will also use common formative assessments to progress

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

In elementary and middle school areas, students will take the iReady diagnostic data three times per year and it will be reviewed as students are in the testing and as testing ends in order for the district to make strategic decisions. The iReady pass rate for the instructional pathway data will be reviewed monthly by the district curriculum team. Growth Monitoring is conducted in October and February and data will be reviewed promptly. I-Ready is administered within the first week of school to determine baseline data and to begin interventions immediately. It is then given quarterly to all students. To those showing a reading deficiency, it is administered more often depending on the level of the intervention. Elementary schools will also progress monitor three times per year using the NSGRA (Next Step Guided Reading Assessment) for grades K-3. These assessments will be reviewed by the district curriculum team in order to assess where targeted resource is needed at school sites. All elementary schools will also participate in common formative ELA assessments (1-5). These common assessments will be administered quarterly. These common formative assessments will be created using School City and will be reviewed by the district team in order to provide targeted support.

In middle and high schools, Achieve 3000 reports are reviewed monthly to measure lexile growth, usage and pass rate for students. Teengagement is used in high schools to monitor progress monthly. The Official SAT Practice linking/usage reports will be used monthly. K-12 district formative assessments are also analyzed for progress monitoring.

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

The District MTSS Team, Assistant Superintendents and Directors of Curriculum and Instruction, as well as the district level resource teachers continually monitor students' growth towards mastery of the Florida Standards.

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?

The Assistant Superintendents and Directors of Curriculum and Instruction, as well as the district level resource teachers are the district level personnel responsible for monitoring the instructional alignment of the grade level Florida Standards.

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

The district level team conducts Learning Cycle Visits at each school in the district using a monitoring tool to observe instruction, materials and review student data. Results of district formative assessments are collected and analyzed. At school level, principals and the school based leadership team meet monthly to analyze data that includes progress towards standard mastery.

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

In the beginning of the school year (August) and middle of the year (January), all schools will have a Learning Cycle visit to collect data. The number of Learning Cycle visits depends on the academic and instructional needs of the school as well as the level of experience of the administrative team. Formative assessment data is collected and analyzed each quarter to monitor student progress. Schools are tiered for support as Tier 1, Tier 2, or Tier 3. Schools receive more intensive monthly or weekly support based on data from Learning Cycles and students data (FSA, iReady, NSGRA, STAR).

- 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.?**

Stacy Burdette, Director of Elementary Education and Janice Franceschi, Director of Professional Development

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

\$125,386.42

- 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.

Pg. 8, #3-The Professional Learning Catalog was updated in August 2018 to include component number 1100830, titled Reading Difficulties, Disabilities and Dyslexia, to meet F.S. 1012.98 (4)(b)(11) and 1012.585(3). These courses are designed for K-12 educators, including administrators, classroom instructional personnel and other school personnel to gain a better understanding of the characteristics of student reading challenges and providing supports the specific instructional needs of students with reading difficulties.

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.**

<http://www.osceolaschools.net/common/pages/DisplayFile.aspx?itemId=9331483>

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

Harmony Community School, Kissimmee Elementary, Narcoossee Elementary, Highlands Elementary, Thacker Avenue for International Studies, St. Cloud Elementary, Reedy Creek Elementary, Ventura Elementary, Pleasant Hill Elementary, Poinciana Academy of Fine Arts, Partin Settlement Elementary, Bellalago Academy (.8), Neptune Elementary, Sunrise Elementary,

Narcoossee Middle, Discovery Intermediate 6-8, Denn John Middle, Kissimmee Middle, Harmony Middle, St. Cloud Middle, Westside School, Neptune Middle (.3), Celebration School, and Parkway Middle, Osceola High, St. Cloud High, Gateway High, Poinciana High, Liberty High, Paths at TECO, Osceola County School for the Arts, Harmony High, and Zenith

- 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.**

All schools have a full time literacy coach.

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

- a. Elementary:13.8**
- b. Middle:9.3**
- c. High:9.0**

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

School Based Literacy Coaches are evaluated by their school level administrator, using the Instructional Non-Classroom Personnel Evaluation tool.

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

\$2,072,761.58

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:0
- b. Middle:0
- c. High:0

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

0

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.:**

This upcoming year, this money may include Guided Reading materials (including NSGRA kits), Support Coach for third grade, Ready Writing, and Core Connections writing training.

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

\$110,000

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.**

This material will be purchased through Reading Instructional Allocations.

Summer Reading Camps

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:** Stacy Burdette, Director of Elementary Education
2. **Email Address:**stacy.burdette@osceolaschools.net
3. **Phone Number:**407-870-4849
4. **Please list the schools which will host a SRC:**

Boggy Creek Elementary, Central Avenue Elementary, Deerwood Elementary, Highlands Elementary, Koa Elementary, Michigan Avenue Elementary, Narcoosee Elementary, Thacker Avenue Elementary, Westside K8 School

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:**Monday-Thursday
 - c. **Number of instructional hours per day in reading:**4
 - d. **End Date:**June 27, 2019
 - e. **Total number of instructional hours of reading:**64
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?**

1:10

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

No

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

At the end of 3rd Grade Summer Camp, students will take the SAT-10, i-Ready Diagnostic 4 and have completed additional Third Grade Portfolio Pieces to demonstrate evidence of grade level work.

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	\$634,045
District expenditures on reading coaches	\$2,072,761.58
District expenditures on intervention teachers	0
District expenditures on supplemental materials or interventions	\$110,000.00
District expenditures on professional development	\$125,386.42
District expenditures on summer reading camps	\$90,000.00
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	\$3,032,193.00
Amount of district research-based reading instruction allocation for 2019-2020	\$3,032,193.00

APPENDIX A

K-12 Reading Plan-OSCEOLA

Logistics

Time:	8:30-10:00	
Date:	April 4, 2019	
Location:	PDLC Room #5	
Attendees:	Dr. Jane Respass	Superintendent, Elementary Curriculum and Instruction
	Belinda Reyes	Executive Director, Multicultural Education
	Janice Franceschi	Director, Professional Development
	Linda Schroder-King	Director, Exceptional Student Education
	Stacy Burdette	Director, Elementary Curriculum and Instruction
	MaryAnn Rodriguez-Perez	Director, Early Childhood and Extended Learning
	Evelith Olmeda-Garcia	Director, Continuous Improvement
	Rene' Clayton	Director, Middle Schools
	Jonathan Kochan	Research and Evaluation Specialist
	Elizabeth Hadley	Research and Evaluation Specialist
	Libby Raymond	Principal, Cypress Elementary School
	Randa Nicholson	Literacy Coach, Cypress Elementary School
Cheryl Knoebel	Literacy Resource Teacher	
Meeting Purpose:	To review the areas of leadership, professional development, reading/literacy coach, identification and intervention supports for students with deficiencies and summer camps in order to design the Osceola 2019-2020 K-12 Reading Plan	

Agenda

<i>Time</i>	<i>Agenda Item</i>	<i>Lead</i>
8:30-8:45	Review current plan in TEAMS with whole group	Burdette
8:45-9:30 Group Time	Pages 4-9	Olmeda - Garcia
	Pages 10-12	Knoebel
	DT 1	Burdette
	DT2	Clayton
	DT 3	Hadley
9:50-10:00	Close and Next Steps:	Burdette

K-12 Reading Plan Mtg. April 4, 2019

	Name	Title
1-	Mary Ann Rodriguez-Perez	Director Early Childhood
2-	Randa Nicholson	Literacy Coach
3-	Edwin Centeno	ESE Curriculum & Instruction
4	Evelith Olmeda Garcia	Director Continuous Imp.
5	Elizabeth Hadley	Research & Eval specialist
6	Cheri Knoebel	Elem. Resource Tch
7	Linda Schroder-King	Director, ESE
8	René Clayton	Director, MS
9	Jane Respess	Asst Supt, Elem
10	Belinda Reyes	Executive Director - MLTC
11	Libby Raymore	Principal
12	J. Francischi	Director of Prof. Dev.
13	Stacy Burdette	Director, Elem C+I
14.	Jo Strohman	REA

K-12 Reading Plan-OSCEOLA

Logistics

Time:	8:00-10:00	
Date:	April 10, 2019	
Location:	PDLC Room #2	
Attendees:	Janice Franceschi	Director, Professional Development
	Linda Schroder-King	Director, Exceptional Student Education
	Stacy Burdette	Director, Elementary Curriculum and Instruction
	MaryAnn Rodriguez-Perez	Director, Early Childhood and Extended Learning
	Evelith Olmeda-Garcia	Director, Continuous Improvement
	Rene' Clayton	Director, Middle Schools
	Victoria Hickey	Director, High Schools
	Valerie Martinez	Coordinator, Multicultural Education
	Dr. Leah Torres	Director, Research and Evaluation
	Jonathan Kochan	Research and Evaluation Specialist
	Elizabeth Hadley	Research and Evaluation Specialist
	Libby Raymond	Principal, Cypress Elementary School
	Randa Nicholson	Literacy Coach, Cypress Elementary School
Cheryl Knoebel	Literacy Resource Teacher	
Meeting Purpose:	To dive deep into the decision trees to design the Osceola 2019-2020 K-12 Reading Plan for elementary, middle, and high school	

Agenda

<i>Time</i>	<i>Agenda Item</i>	<i>Lead</i>
8:00-8:15	<i>Review work that was accomplished last week with whole group</i>	<i>Burdette</i>
8:15-9:30 Group Time	<i>DT1</i>	<i>Rodriguez</i>
	<i>DT 2</i>	<i>Clayton</i>
	<i>DT 3</i>	<i>Hickey</i>
9:30-9:55	<i>Whole Group Discussion of K-12 Plan</i>	<i>Burdette</i>
9:55	<i>Next Steps</i>	<i>Burdette</i>
10:00	<i>Close</i>	<i>Burdette</i>

Sign IN : K-12 Rdg. Plan 4/10/19

Cheri Knoebel	Elem. Resource Teacher
Evelith Olmeda-Garcia	Director
Randa Nicholson	Cypress Elem/EIA Coach
Valerie Martinez	Multilingual Coordinator
Mary Ann Rodriguez-Perez	Director of Early Childhood
Leah Torres	Director of REA
Elizabeth Hadley	REA
Jonathan Kocchan	REA
Linda Schroder-King	Director of ESE
René Clayton	Director - MS/K8
Victoria Hickey	Director - HS CFI
Jane Franceschi	Director of Prof. Dev
Wendy Leonard	Principal
Stacy Bunde	Director, Elem. Education

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;

OSCEOLA K-5 DECISION TREE

Kindergarten

Assessment	If...	Then...	Resources and Interventions												
<p>FLKRS (STAR Early Learning) within first 30 days of school</p> <p>DIBELS-on or above grade level (green)</p> <p>NSGRA (Next Step Guided Reading Assessment)</p>	<p>Tier 1 Core Instruction</p> <p>STAR-SS 500 and above</p> <p>DIBELS</p> <table border="1" data-bbox="417 584 779 695"> <thead> <tr> <th>Grade</th> <th>Fall</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>306 and above</td> </tr> </tbody> </table> <p>NSGRA</p> <table border="1" data-bbox="417 768 779 878"> <thead> <tr> <th>Grade</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>Pre-A-A</td> <td>B-C</td> <td>D</td> </tr> </tbody> </table>	Grade	Fall	K	306 and above	Grade	Fall	Winter	Spring	K	Pre-A-A	B-C	D	<p>During Tier 1 Core Instruction</p> <ul style="list-style-type: none"> Students will receive high quality Tier 1 Core ELA instruction focusing on oral language, phonemic awareness, phonics, fluency vocabulary, and comprehension for whole group. Teachers will place students accordingly in a small Guided Reading group. Students are progress monitored through NSGRA. If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group, differentiated instruction during core instruction. <p>Progress Monitoring Periods (Green)</p> <ul style="list-style-type: none"> NSGRA – 3 times per year (fall, winter, spring) 	<p>During Tier 1 Core Instruction:</p> <ul style="list-style-type: none"> Core ELA Textbook: Journeys Comprehensive Language and Literacy Guide Appropriate leveled text for small group/guided reading
Grade	Fall														
K	306 and above														
Grade	Fall	Winter	Spring												
K	Pre-A-A	B-C	D												

<p>FLKRS (STAR Early Learning) within first 30 days of school</p> <p>DIBELS-up to one grade level below grade level (yellow)</p> <p>NSGRA (Next Step Guided Reading Assessment)</p>	<p><i>Tier 2 Targeted Intervention</i></p> <p>STAR-SS 406-499</p> <p>DIBELS</p> <table border="1"> <tr> <th>Grade</th> <th>Fall</th> </tr> <tr> <td>K</td> <td>299-305</td> </tr> </table> <p>NSGRA</p> <table border="1"> <tr> <th>Grade</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> </tr> <tr> <td>K</td> <td>Pre-A</td> <td>A</td> <td>B-C</td> </tr> </table>	Grade	Fall	K	299-305	Grade	Fall	Winter	Spring	K	Pre-A	A	B-C	<p><u>During Tier 1 Core Instruction:</u></p> <ul style="list-style-type: none"> Students will receive high quality Tier 1 Core ELA instruction focusing on oral language, phonemic awareness, phonics, fluency vocabulary, and comprehension for whole group. Teachers will place students accordingly in a small Guided Reading group. Students are progress monitored through NSGRA. If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group, differentiated instruction during core instruction. <p><u>During Tier 2 Targeted Intervention:</u></p> <ul style="list-style-type: none"> Direct Instruction in a small group of targeted interventions (including pull out small group) 1-4 times per week <p><u>Progress Monitoring Periods (Yellow)</u></p> <ul style="list-style-type: none"> NSGRA – 3 times per year (fall, winter, spring) DIBELS-monthly 	<p><u>During Tier 1 Core Instruction:</u></p> <ul style="list-style-type: none"> Core ELA Textbook: Journeys Comprehensive Language and Literacy Guide Appropriate leveled text for small group/guided reading <p><u>During Tier 2 Targeted Intervention students will be provided with the six components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension):</u></p> <ul style="list-style-type: none"> FCRR Literacy Center activities Jan Richardson Activities
Grade	Fall														
K	299-305														
Grade	Fall	Winter	Spring												
K	Pre-A	A	B-C												

<p>FLKRS (STAR Early Learning) for Kindergarten within first 30 days of school</p> <p>DIBELS – more than one grade level below current grade level (red)</p> <p>NSGRA (Next Step Guided Reading Assessment)</p>	<p><i>Tier 3 Intensive Intervention</i></p> <p>Below Level STAR-SS below 405</p> <p>DIBELS</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Fall</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>298 and below</td> </tr> </tbody> </table> <p>NSGRA</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>Pre-A (0-10)</td> <td>Pre-A</td> <td>A</td> </tr> </tbody> </table>	Grade	Fall	K	298 and below	Grade	Fall	Winter	Spring	K	Pre-A (0-10)	Pre-A	A	<p><u>During Tier 1 Core Instruction:</u></p> <ul style="list-style-type: none"> • Students will receive high quality Tier 1 Core ELA instruction focusing on oral language, phonemic awareness, phonics, fluency vocabulary, and comprehension for whole group. • Teachers will place students accordingly in a small Guided Reading group. • Students are progress monitored through NSGRA. • If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group, differentiated instruction during core instruction. <p><u>During Tier 2 Targeted Intervention</u></p> <ul style="list-style-type: none"> • Direct Instruction in a small group of targeted interventions (including pull out small group) 1-4 times per week <p><u>During Tier 3 Intensive Intervention:</u></p> <ul style="list-style-type: none"> • Small group targeted interventions outside of the 90-minute reading block; 1:1 or small groups (2-5); 2-4 times per week for 20—30 minutes • <i>Parents will immediately be notified in writing of the substantial reading deficiency as required (1008.25 F.S.)</i> 	<p><u>During Tier 1 Core Instruction:</u></p> <ul style="list-style-type: none"> • Core ELA Textbook: Journeys • Comprehensive Language and Literacy Guide • Appropriate leveled text for small group/guided reading <p><u>During Tier 2 Targeted Intervention students will receive additional support in the six components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension):</u></p> <ul style="list-style-type: none"> • FCRR Literacy Center activities • Jan Richardson Activities/LLI • Journey’s Tool Kit • Journey’s Write -In Reader • Triumphs • Comprehensive Tool Kit <p><u>During Tier 3 Intensive Intervention, teachers, school resource specialists, and instructional coaches will support students 1:1 or small groups (2-5) standards-based and strategy-based lessons to support areas of need related to the six components of reading (oral language, phonemic</u></p>
Grade	Fall														
K	298 and below														
Grade	Fall	Winter	Spring												
K	Pre-A (0-10)	Pre-A	A												

		<ul style="list-style-type: none"> • Souday System, Empower Teacher from FCRR, Words Their Way – multisensory reading intervention program • <u>Progress Monitoring Periods (Red)</u> • NSGRA – 3 times per year (fall, winter, spring) • NSGRA PreA – every quarterly mid-point • DIBELS-2x/month 	<p>awareness, phonics, fluency, vocabulary, and comprehension) beyond the 90-minutes of reading:</p> <ul style="list-style-type: none"> • Souday System, Empower Teacher from FCRR, Words Their Way – multisensory reading intervention program • Direct instruction on phonics and letter sounds during small group time • Fountas and Pinnell Leveled Literacy Intervention • Early Interventions in Reading • Language Power

1st -3rd Grade

Assessment	If...	Then	Resources and Interventions																								
<p>DIBELS– on or above grade level (green)</p> <p>NSGRA (Next Step Guided Reading Assessment)</p>	<p>Tier 1 Core Instruction</p> <p>DIBELS</p> <table border="1" data-bbox="415 451 779 599"> <thead> <tr> <th>Grade</th> <th>Fall</th> </tr> </thead> <tbody> <tr> <td>1st</td> <td>331 and above</td> </tr> <tr> <td>2nd</td> <td>330 and above</td> </tr> <tr> <td>3rd</td> <td>332 and above</td> </tr> </tbody> </table> <p>NSGRA</p> <table border="1" data-bbox="415 672 783 820"> <thead> <tr> <th>Grade</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>1st</td> <td>D-E</td> <td>F-G</td> <td>H-J</td> </tr> <tr> <td>2nd</td> <td>J-K</td> <td>K-L</td> <td>M</td> </tr> <tr> <td>3rd</td> <td>M-N</td> <td>O</td> <td>P</td> </tr> </tbody> </table>	Grade	Fall	1st	331 and above	2nd	330 and above	3rd	332 and above	Grade	Fall	Winter	Spring	1st	D-E	F-G	H-J	2nd	J-K	K-L	M	3rd	M-N	O	P	<p>During Tier 1 Core Instruction</p> <ul style="list-style-type: none"> Students will receive high quality Tier 1 Core ELA instruction focusing on oral language, phonemic awareness, phonics, fluency vocabulary, and comprehension for whole group. Teachers will place students accordingly in a small Guided Reading group. Teachers will provide differentiated small group instruction using grade level text during the 90-minute reading block. Students are progress monitored through common assessments and NSGRA. If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group, differentiated instruction during core instruction. <p>Progress Monitoring Periods (Green)</p> <ul style="list-style-type: none"> NSGRA – 3 times per year (fall, winter, spring) Common Assessments- 3 times per year (fall, winter, spring) 	<p>During Tier 1 Core Instruction:</p> <ul style="list-style-type: none"> Core ELA Textbook: Journeys Comprehensive Language and Literacy Guide Appropriate leveled text for small group/guided reading
Grade	Fall																										
1st	331 and above																										
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Grade	Fall	Winter	Spring																								
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<p>DIBELS – up to one grade level below current grade level (yellow)</p> <p>NSGRA (three times per school year)</p>	<p><i>Tier 2 Targeted Intervention</i></p> <p>DIBELS</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Fall</th> </tr> </thead> <tbody> <tr> <td>1st</td> <td>323 - 330</td> </tr> <tr> <td>2nd</td> <td>316 - 329</td> </tr> <tr> <td>3rd</td> <td>314 - 331</td> </tr> </tbody> </table> <p>NSGRA</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>1st</td> <td>C</td> <td>C-D</td> <td>D-G</td> </tr> <tr> <td>2nd</td> <td>H</td> <td>I</td> <td>J-K</td> </tr> <tr> <td>3rd</td> <td>J-K</td> <td>K-L</td> <td>M</td> </tr> </tbody> </table>	Grade	Fall	1st	323 - 330	2nd	316 - 329	3rd	314 - 331	Grade	Fall	Winter	Spring	1st	C	C-D	D-G	2nd	H	I	J-K	3rd	J-K	K-L	M	<p><u>During Tier 1 Core Instruction:</u></p> <ul style="list-style-type: none"> Students will receive high quality Tier 1 Core ELA instruction focusing on oral language, phonemic awareness, phonics, fluency vocabulary, and comprehension for whole group. Teachers will place students accordingly in a small Guided Reading group. Students are progress monitored through common assessments, DIBELS, and NSGRA. If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group, differentiated instruction during core instruction. <p><u>During Tier 2 Targeted Intervention:</u></p> <ul style="list-style-type: none"> Direct Instruction in a small group of targeted interventions (including pull out small group) 1-4 times per week <p><u>Progress Monitoring Periods (Yellow)</u></p> <ul style="list-style-type: none"> NSGRA – 3 times per year (fall, winter, spring) DIBELS- monthly Common Assessments- 3 times per year (fall, winter, spring) 	<p><u>During Tier 1 Core Instruction:</u></p> <ul style="list-style-type: none"> Core ELA Textbook: Journeys Comprehensive Language and Literacy Guide Appropriate leveled text for small group/guided reading <p><u>During Tier 2 Targeted Intervention students will receive additional support in the six components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension):</u></p> <ul style="list-style-type: none"> FCRR Literacy Center activities Jan Richardson Activities/LLI Journey’s Tool Kit Journey’s Write In Reader Triumphs Comprehensive Tool Kit
	Grade	Fall																									
1st	323 - 330																										
2nd	316 - 329																										
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Grade	Fall	Winter	Spring																								
1st	C	C-D	D-G																								
2nd	H	I	J-K																								
3rd	J-K	K-L	M																								
<p><i>Tier 3 Intensive Intervention</i></p>	<p><u>During Tier 1 Core Instruction:</u></p>	<p><u>During Tier 1 Core Instruction:</u></p>																									

DIBELS– more than one grade level below current grade level (red)

NSGRA
(three times per school year)

DIBELS

Grade	Fall
1st	322 and below
2nd	315 and below
3rd	313 and below

NSGRA

Grade	Fall	Winter	Spring
1st	Pre-A-A	A-B	C
2nd	A-E	F	G
3rd	A-H	I	J

- Students will receive high quality Tier 1 Core ELA instruction focusing on oral language, phonemic awareness, phonics, fluency vocabulary, and comprehension for whole group.
- Teachers will place students accordingly in a small Guided Reading group.
- Students are progress monitored through common assessments, DIBELS, and NSGRA,
- If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group, differentiated instruction during core instruction.

During Tier 2 Targeted Intervention:

- Small group targeted interventions, including pull out small groups (no more than 5) 1-4 times per week

During Tier 3 Intensive Intervention:

- Students who score at NSGRA Pre-A will be immediately referred to the MTSS/Problem Solving Team.
- Small group targeted interventions outside of the 90-minute reading block; 1:1 or small groups (2-5); 2-4 times per week for 20—30 minutes
- ***Parents will immediately be notified in writing of the substantial reading deficiency as required (1008.25 F.S.)***

- Core ELA Textbook: Journeys
- Comprehensive Language and Literacy Guide
- Appropriate leveled text for small group/guided reading

During Tier 2 Targeted Intervention students will receive additional support in the six components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension):

- FCRR Literacy Center activities
- Jan Richardson Activities/LLI
- Journey's Tool Kit
- Journey's Write -In Reader
- Triumphs
- Comprehensive Tool Kit

During Tier 3 Intensive Intervention, teachers, school resource specialists, and instructional coaches will support students 1:1 or small groups (2-5) standards-based and strategy-based lessons to support areas of need related to the six components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension) beyond the 90-minutes of reading:

- Souday System, Empower Teacher from FCRR, Words Their Way – multisensory reading intervention program
- Early Interventions in Reading

		<ul style="list-style-type: none">• Souday System, Empower Teacher from FCRR, Words Their Way – multisensory reading intervention program <p><u>Progress Monitoring Periods (Red)</u></p> <ul style="list-style-type: none">• NSGRA – 3 times per year (fall, winter, spring)• NSGRA Pre A – every quarterly mid-point• DIBELS-2x/month• Common Assessments- 3 times per year (fall, winter, spring)	<ul style="list-style-type: none">• Reading Mastery• Corrective Reading• Fountas and Pinnell Leveled Literacy Intervention• Language Power
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4th- 5th Grade

Assessment	If...	Then...	Resources and Interventions																		
<p>FSA-ELA</p> <p>DIBELS – on or above grade level (green)</p> <p>NSGRA (Next Step Guided Reading Assessment)-3 times per year</p>	<p>Tier 1 Core Instruction</p> <p>FSA Level 3,4, and 5</p> <p>DIBELS</p> <table border="1" data-bbox="401 548 764 659"> <thead> <tr> <th>Grade</th> <th>Fall</th> </tr> </thead> <tbody> <tr> <td>4th</td> <td>341 and above</td> </tr> <tr> <td>5th</td> <td>337 and above</td> </tr> </tbody> </table> <p>NSGRA</p> <table border="1" data-bbox="401 732 764 821"> <thead> <tr> <th>GRADE</th> <th>FALL</th> <th>WINTER</th> <th>SPRING</th> </tr> </thead> <tbody> <tr> <td>4TH</td> <td>P-Q</td> <td>R</td> <td>S</td> </tr> <tr> <td>5TH</td> <td>S-T</td> <td>U</td> <td>V</td> </tr> </tbody> </table>	Grade	Fall	4th	341 and above	5th	337 and above	GRADE	FALL	WINTER	SPRING	4TH	P-Q	R	S	5TH	S-T	U	V	<p>During Tier 1 Core Instruction</p> <ul style="list-style-type: none"> Students will receive high quality Tier 1 Core ELA instruction Teachers will provide differentiated small group instruction using grade level text during the 90-minute reading block. Students are progress monitored through common assessments and NSGRA running records If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data and/or intervention periods <p>Progress Monitoring Periods (Green)</p> <ul style="list-style-type: none"> NSGRA – 3 times per year (fall, winter, spring) Common Assessments-3 times per year (fall, winter, spring) 	<p>During Tier 1 Core Instruction:</p> <ul style="list-style-type: none"> Core ELA Textbook: Journeys Comprehensive Language and Literacy Guide Appropriate leveled text for small group/guided reading
Grade	Fall																				
4th	341 and above																				
5th	337 and above																				
GRADE	FALL	WINTER	SPRING																		
4TH	P-Q	R	S																		
5TH	S-T	U	V																		

<p>FSA-ELA</p> <p>DIBELS – up to one grade level below current grade level (yellow)</p> <p>NSGRA (Next Step Guided Reading Assessment)-3 times per year</p>	<p>Tier 2 Targeted Intervention</p> <p>FSA Level 2</p> <p>DIBELS</p> <table border="1" data-bbox="401 381 764 493"> <tr> <th>Grade</th> <th>Fall</th> </tr> <tr> <td>4th</td> <td>309 - 340</td> </tr> <tr> <td>5th</td> <td>313 - 336</td> </tr> </table> <p>NSGRA</p> <table border="1" data-bbox="401 602 764 691"> <tr> <th>GRADE</th> <th>FALL</th> <th>WINTER</th> <th>SPRING</th> </tr> <tr> <td>4TH</td> <td>M-N</td> <td>O</td> <td>P</td> </tr> <tr> <td>5TH</td> <td>P-Q</td> <td>R</td> <td>S</td> </tr> </table>	Grade	Fall	4th	309 - 340	5th	313 - 336	GRADE	FALL	WINTER	SPRING	4TH	M-N	O	P	5TH	P-Q	R	S	<p>During Tier 1 Core Instruction:</p> <ul style="list-style-type: none"> • Students will receive high quality Tier 1 Core ELA instruction • Teachers will provide differentiated small group instruction using grade level text during the 90-minute reading block. • Students are progress monitored through common assessment and NSGRA. • If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data and/or intervention periods <p>During Tier 2 Targeted Intervention:</p> <ul style="list-style-type: none"> • Direct Instruction in a small group of targeted interventions (including pull out small group) 1-4 times per week <p>Progress Monitoring Periods (Yellow)</p> <ul style="list-style-type: none"> • NSGRA – 3 times per year (fall, winter, spring) • DIBELS-monthly • Common Assessments- 3 times per year (fall, winter, spring) 	<p>During Tier 1 Core Instruction:</p> <ul style="list-style-type: none"> • Core ELA Textbook: Journeys • Comprehensive Language and Literacy Guide • Appropriate leveled text for small group/guided reading <p>During Tier 2 Targeted Intervention students will receive additional support in the six components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension):</p> <ul style="list-style-type: none"> • FCRR Literacy Center activities • Jan Richardson Activities/LLI • Journey’s Tool Kit • Journey’s Write- In Reader • Triumphs • Comprehensive Tool Kit
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5TH	P-Q	R	S																		

<p>DIBELS – more than one grade level below current grade level (red)</p> <p>NSGRA (Next Step Guided Reading Assessment)-3 times per year</p>	<p><i>Tier 3 Intensive Intervention</i> FSA Level 1</p>	<p><u>During Tier 1 Core Instruction:</u></p> <ul style="list-style-type: none"> • Students will receive high quality Tier 1 Core ELA instruction • Teachers will provide differentiated small group instruction using grade level text during the 90-minute reading block. • Students are progress monitored through common assessments and NSGRA. • If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data and/or intervention periods 	<p><u>During Tier 1 Core Instruction:</u></p> <ul style="list-style-type: none"> • Core ELA Textbook: Journeys • Comprehensive Language and Literacy Guide • Appropriate leveled text for small group/guided reading 										
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GRADE	FALL	WINTER	SPRING										
4TH	PRE-A-K	L	M										
5TH	PRE-A-N	O	P										
<p><u>Progress Monitoring Periods (Red)</u></p> <ul style="list-style-type: none"> • NSGRA – 3 times per year (fall, winter, spring) 	<p><u>During Tier 3 Intensive Intervention, teachers, school resource specialists, and instructional coaches will support students 1:1 or small groups (3-5) standards-based and strategy-based lessons to support areas of need related to the six components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension) beyond the 90-minutes of reading:</u></p> <ul style="list-style-type: none"> • Reading Mastery • Corrective Reading 												

		<ul style="list-style-type: none">• NSGRA Pre A – every quarterly mid-point• DIBELS-2/month• Common Assessments- 3 times per year (fall, winter, spring)	<ul style="list-style-type: none">• Fountas and Pinnell Leveled Literacy Intervention• Language Power
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MTSS	Identification	Support Provided																																																						
<p>Tier 1</p>	<p>K-5 FLKRS (STAR Early Learning -Kindergarten only), NSGRA (K-5), DIBELS (K-5) and Common Formative Assessments (1-5)</p> <p>Kindergarten STAR-SS 500 and above DIBELS</p> <table border="1" data-bbox="422 448 842 513"> <tr> <td>Grade</td> <td>Fall</td> </tr> <tr> <td>Kindergarten</td> <td>306 and above</td> </tr> </table> <p>NSGRA</p> <table border="1" data-bbox="422 545 1014 639"> <tr> <td>Grade</td> <td>Fall</td> <td>Winter</td> <td>Spring</td> </tr> <tr> <td>Kindergarten</td> <td>Pre-A-A</td> <td>B-C</td> <td>D</td> </tr> </table> <p>1st-3rd Grade DIBELS</p> <table border="1" data-bbox="422 703 1037 829"> <tr> <td>Grade</td> <td>Fall</td> </tr> <tr> <td>1st</td> <td>331 and above</td> </tr> <tr> <td>2nd</td> <td>330 and above</td> </tr> <tr> <td>3rd</td> <td>332 and above</td> </tr> </table> <p>NSGRA</p> <table border="1" data-bbox="422 862 1033 995"> <tr> <td>Grade</td> <td>Fall</td> <td>Winter</td> <td>Spring</td> </tr> <tr> <td>1st</td> <td>D-E</td> <td>F-G</td> <td>H-J</td> </tr> <tr> <td>2nd</td> <td>J-K</td> <td>K-L</td> <td>M</td> </tr> <tr> <td>3rd</td> <td>M-N</td> <td>O</td> <td>P</td> </tr> </table> <p>4th and 5th Grade FSA-Level 3,4, and 5 DIBELS</p> <table border="1" data-bbox="422 1089 1047 1183"> <tr> <td>Grade</td> <td>Fall</td> </tr> <tr> <td>4th</td> <td>341 and above</td> </tr> <tr> <td>5th</td> <td>337 and above</td> </tr> </table> <p>NSGRA</p> <table border="1" data-bbox="422 1216 1052 1317"> <tr> <td>Grade</td> <td>Fall</td> <td>Winter</td> <td>Spring</td> </tr> <tr> <td>4th</td> <td>P-Q</td> <td>R</td> <td>S</td> </tr> <tr> <td>5th</td> <td>S-T</td> <td>U</td> <td>V</td> </tr> </table>	Grade	Fall	Kindergarten	306 and above	Grade	Fall	Winter	Spring	Kindergarten	Pre-A-A	B-C	D	Grade	Fall	1st	331 and above	2nd	330 and above	3rd	332 and above	Grade	Fall	Winter	Spring	1st	D-E	F-G	H-J	2nd	J-K	K-L	M	3rd	M-N	O	P	Grade	Fall	4th	341 and above	5th	337 and above	Grade	Fall	Winter	Spring	4th	P-Q	R	S	5th	S-T	U	V	<p>Tier 1: Core curriculum instruction for all students. Differentiated instruction provided in small group in classroom (Teacher lead) during the 90 minutes block.</p> <p>T1 Progress Monitoring-</p> <ul style="list-style-type: none"> • NSGRA – 3 times per year (fall, winter, spring) • Common Assessments-3 times per year (fall, winter, spring) <p>ELLs- Use of scaffolds and strategies</p>
Grade	Fall																																																							
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<p>Tier 2</p>	<p>K-5 FLKRS (STAR Early Learning -Kindergarten only), NSGRA (K-5), DIBELS (K-5) and Common Formative Assessments (1-5)</p> <p>Kindergarten STAR SS- 406-499 DIBELS</p> <table border="1"> <tr> <td>Grade</td> <td>Fall</td> </tr> <tr> <td>Kindergarten</td> <td>299-305</td> </tr> </table> <p>NSGRA</p> <table border="1"> <tr> <td>Grade</td> <td>Fall</td> <td>Winter</td> <td>Spring</td> </tr> <tr> <td>Kindergarten</td> <td>Pre-A</td> <td>A</td> <td>B-C</td> </tr> </table> <p>1st-3rd Grade DIBELS</p> <table border="1"> <tr> <td>Grade</td> <td>Fall</td> </tr> <tr> <td>1st</td> <td>323-330</td> </tr> <tr> <td>2nd</td> <td>316-329</td> </tr> <tr> <td>3rd</td> <td>314-331</td> </tr> </table> <p>NSGRA</p> <table border="1"> <tr> <td>Grade</td> <td>Fall</td> <td>Winter</td> <td>Spring</td> </tr> <tr> <td>1st</td> <td>A-C</td> <td>D-E</td> <td>F-I</td> </tr> <tr> <td>2nd</td> <td>H-I</td> <td>J</td> <td>K-L</td> </tr> <tr> <td>3rd</td> <td>L</td> <td>M-N</td> <td>O</td> </tr> </table> <p>4th and 5th Grade FSA -Level 2 DIBELS</p> <table border="1"> <tr> <td>Grade</td> <td>Fall</td> </tr> <tr> <td>4th</td> <td>309-340</td> </tr> <tr> <td>5th</td> <td>313-336</td> </tr> </table> <p>NSGRA</p> <table border="1"> <tr> <td>Grade</td> <td>Fall</td> <td>Winter</td> <td>Spring</td> </tr> <tr> <td>4th</td> <td>M-N</td> <td>O</td> <td>P</td> </tr> <tr> <td>5th</td> <td>P-Q</td> <td>R</td> <td>S</td> </tr> </table>	Grade	Fall	Kindergarten	299-305	Grade	Fall	Winter	Spring	Kindergarten	Pre-A	A	B-C	Grade	Fall	1st	323-330	2nd	316-329	3rd	314-331	Grade	Fall	Winter	Spring	1st	A-C	D-E	F-I	2nd	H-I	J	K-L	3rd	L	M-N	O	Grade	Fall	4th	309-340	5th	313-336	Grade	Fall	Winter	Spring	4th	M-N	O	P	5th	P-Q	R	S	<p>Tier 2: In addition to Tier 1 core curriculum instruction, students scoring below proficiency (see DT1) will be considered for Tier 2 and receive additional reading support in the six components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension).</p> <p>T1 Progress Monitoring:</p> <ul style="list-style-type: none"> • NSGRA – 3 times per year (fall, winter, spring) • Common Assessments-3 times per year (fall, winter, spring) <ul style="list-style-type: none"> • Parents of students in Tier 2 will be notified as soon as the deficiency is noted. Students will receive research-based interventions, such as the • FCRR Literacy Center activities • Jan Richardson Activities <p>Small group interventions, including pull out small groups (no more than 5) will take place 1-4 times per week.</p> <p>T2 Progress Monitoring:</p> <ul style="list-style-type: none"> • NSGRA – 3 times per year (fall, winter, spring) • DIBELS- monthly • Common Assessments- 3 times per year (fall, winter, spring) <p>ELLs- Use of scaffolds and strategies</p>
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**School District of Osceola County
Chart D2: Grades 6-8
2019-2020 Decision Tree**

Assessment	If...	Then...																														
FSA-ELA iReady	Level 3 or higher	<p>English Language Arts (ELA)</p> <ul style="list-style-type: none"> Students are placed in Advanced Language Arts <p>Research</p> <ul style="list-style-type: none"> Students are also placed in Research class if the FSA Scale Score is <i>at or above</i> level 3: <ul style="list-style-type: none"> Mid level 2 and above may also take the Research class. All students scoring at a Level 3 or higher take the Research class with the exception of schools that have students in the Gifted programs that take Advanced Academics reading class with a Gifted certified teacher. Students will be progress monitored through common assessments, iReady diagnostic assessments, i-Ready growth monitoring, and the Achieve 3000 lexile growth reporting. If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data and/or intervention periods. <ul style="list-style-type: none"> Progress Monitoring Data: i-Ready Scale Scores below the following scores need remediation <p>6th Grade: Beg Year-598 7th Grade: Beg Year-609 8th Grade: Beg Year-620 Mid Year-616 Mid Year-632 Mid Year-642 End of Year-641 End of Year-654 End of Year-670</p>																														
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9e1f2;"> <th style="width: 16.6%;">6th Grade</th> <th style="width: 33.3%;">FSA</th> <th style="width: 16.6%;">7th Grade</th> <th style="width: 33.3%;">FSA</th> <th style="width: 16.6%;">8th Grade</th> <th style="width: 33.3%;">FSA</th> </tr> </thead> <tbody> <tr> <td>M/J Lang Arts 1 Advanced</td> <td>L1- SS 257-303 L2- SS 304-312 L3- L5 SS 321-385</td> <td>M/J Lang Arts 2 Advanced</td> <td>L1- SS 259-308 L2- SS 309-317 L3-L5 SS 326-391</td> <td>M/J Lang Arts 3 Advanced</td> <td>L1- SS 267-317 L2- SS 318-325 L3-L5 333-397</td> </tr> <tr> <td>M/J Lang Arts 1</td> <td>L1- SS 257-303 L2- SS 304-312</td> <td>M/J Lang Arts 2</td> <td>L1- SS 259-308 L2- SS 309-317</td> <td>M/J Lang Arts 3</td> <td>L1- SS 267-317 L2- SS 318-325</td> </tr> <tr> <td>M/J Research 1</td> <td>L2-SS 304-320 L3- L5 SS 321-385</td> <td>M/J Research 2</td> <td>L2-SS 309-325 L3-L5 SS 326-391</td> <td>M/J Research 3</td> <td>L2-SS 318-332 L3-L5 333-397</td> </tr> <tr> <td>OR M/J Intensive Reading</td> <td>L1- SS 257-303 L2- SS 304-312</td> <td>OR M/J Intensive Reading</td> <td>L1- SS 259-308 L2- SS 309-317</td> <td>OR M/J Intensive Reading</td> <td>L1- SS 267-317 L2- SS 318-325</td> </tr> </tbody> </table>	6 th Grade	FSA	7 th Grade	FSA	8 th Grade	FSA	M/J Lang Arts 1 Advanced	L1- SS 257-303 L2- SS 304-312 L3- L5 SS 321-385	M/J Lang Arts 2 Advanced	L1- SS 259-308 L2- SS 309-317 L3-L5 SS 326-391	M/J Lang Arts 3 Advanced	L1- SS 267-317 L2- SS 318-325 L3-L5 333-397	M/J Lang Arts 1	L1- SS 257-303 L2- SS 304-312	M/J Lang Arts 2	L1- SS 259-308 L2- SS 309-317	M/J Lang Arts 3	L1- SS 267-317 L2- SS 318-325	M/J Research 1	L2-SS 304-320 L3- L5 SS 321-385	M/J Research 2	L2-SS 309-325 L3-L5 SS 326-391	M/J Research 3	L2-SS 318-332 L3-L5 333-397	OR M/J Intensive Reading	L1- SS 257-303 L2- SS 304-312	OR M/J Intensive Reading	L1- SS 259-308 L2- SS 309-317	OR M/J Intensive Reading	L1- SS 267-317 L2- SS 318-325
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FSA-ELA	Level 2	<p>English Language Arts (ELA)</p> <ul style="list-style-type: none"> Regular or Advanced ELA class placement Students will be progress monitored through common assessments and iReady diagnostic assessments and Achieve 3000 Lexile Gains 																														

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		<ul style="list-style-type: none"> • If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data <p>Intensive Reading (IR) or Research</p> <ul style="list-style-type: none"> • Reading Endorsed teacher or Reading Certified teacher • Students are also placed in either Intensive Reading or a Research class if the FSA Scale Score is <i>at or above</i> the following: • All students scoring at a Level 3 or higher take the Research class • Mid level 2 and above may also take the Research class. • Intensive Reading, minimum 45 minute single period, • Rotational model of instruction with teacher led small group daily (5-7 students) • Students who do not respond to the initial instruction will be remediated in small group/teacher led instruction based on student data in areas of deficiency • Students will be progress monitored monthly through common assessments and iReady diagnostic assessments • If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data <table border="1" data-bbox="743 703 2049 1084"> <thead> <tr> <th>6th Grade</th> <th>FSA</th> <th>7th Grade</th> <th>FSA</th> <th>8th Grade</th> <th>FSA</th> </tr> </thead> <tbody> <tr> <td>M/J Lang Arts 1</td> <td>L1- SS 257-303 L2- SS 304-312</td> <td>M/J Lang Arts 2</td> <td>L1- SS 259-308 L2- SS 309-317</td> <td>M/J Lang Arts 3</td> <td>L1- SS 267-317 L2- SS 318-325</td> </tr> <tr> <td>M/J Research 1</td> <td>L2-SS 304-320 L3- L5 SS 321-385</td> <td>M/J Research 2</td> <td>L2-SS 309-325 L3-L5 SS 326-391</td> <td>M/J Research 3</td> <td>L2-SS 318-332 L3-L5 333-397</td> </tr> <tr> <td>OR M/J Intensive Reading</td> <td>L1- SS 257-303 L2- SS 304-312</td> <td>OR M/J Intensive Reading</td> <td>L1- SS 259-308 L2- SS 309-317</td> <td>OR M/J Intensive Reading</td> <td>L1- SS 267-317 L2- SS 318-325</td> </tr> </tbody> </table>	6 th Grade	FSA	7 th Grade	FSA	8 th Grade	FSA	M/J Lang Arts 1	L1- SS 257-303 L2- SS 304-312	M/J Lang Arts 2	L1- SS 259-308 L2- SS 309-317	M/J Lang Arts 3	L1- SS 267-317 L2- SS 318-325	M/J Research 1	L2-SS 304-320 L3- L5 SS 321-385	M/J Research 2	L2-SS 309-325 L3-L5 SS 326-391	M/J Research 3	L2-SS 318-332 L3-L5 333-397	OR M/J Intensive Reading	L1- SS 257-303 L2- SS 304-312	OR M/J Intensive Reading	L1- SS 259-308 L2- SS 309-317	OR M/J Intensive Reading	L1- SS 267-317 L2- SS 318-325
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FSA-ELA	Level 1	<p>English Language Arts (ELA)</p> <ul style="list-style-type: none"> • Regular ELA class placement • Students will be progress monitored through common assessments and iReady diagnostic assessments • If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data <p>Intensive Reading (IR)</p> <ul style="list-style-type: none"> • Reading Endorsed teacher or Reading Certified teacher • Rotational model of instruction with teacher led small group daily (5-7 students) • Students who do not respond to the initial instruction will be remediated in small group/teacher led instruction based on student data in areas of deficiency 																								

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MTSS SUPPORT AND INTERVENTIONS

MTSS	Identification	Support Provided
Tier 1	All students FSA-Reading and/or i-Ready Diagnostic	Tier 1: Core course instruction for all students. Differentiated instruction provided in small group in classroom. Students receive iReady beginning, middle, and end of year diagnostic; students will take two growth monitoring assessments, as well as common assessments. The Problem Solving team
Tier 2	FSA-Reading Level 1 and 2: Grade 6- 304-320 Grade 7- 309-325 Grade 8- 318-332 i-Ready diagnostic and progress monitoring; teacher data	Tier 2: Students scoring below proficiency will be considered Tier 2 for MTSS and receive additional reading support in a six components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension) as needed. Parents of all students receiving Tier 2 will be notified. Tier 2 interventions will begin with i-Ready individual profile lessons in IR class or an intervention period of the day for a minimum of 45 minutes/week. Small group interventions, including pull out small groups from 1-4 times per week, using i-Ready Teacher Toolbox lessons, LAFS Ready workbook lessons.
Tier 3	FSA-Reading Level 1: Grade 6- 257-303 Grade 7- 259-308 Grade 8- 267-317 i-Ready diagnostic and progress monitoring data; weekly progress monitoring teacher data	Tier 3: Teachers, school resource specialists, or instructional coaches will support 1:1 or small group (3-5) standards-based and strategy-based lessons to support specific areas of need related to six components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension) beyond the classroom instructional minutes. . Parents of all students receiving Tier 3 will be notified. Students will receive an additional 20-30 minutes 2-4 times per week using i-Ready individual pathway lessons, other lessons in foundation reading strategies, or district approved resources, such as Fountas & Pinnell guided reading, Corrective Reading, specifically designed lessons.

**School District of Osceola County
Chart D3: Grades 9-12
2019-2020 Decision Tree**

Assessment	If...	Then...
FSA-ELA	Level 3 or higher	<ul style="list-style-type: none"> • Students are placed in a single period, honors-level, or higher, Language Arts class. • Students will be progress monitored through district formative assessments and practice on Official SAT Practice/Khan Academy. • If data-driven student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction.
FSA-ELA	Level 2	<p>English Language Arts-Grades 9-10</p> <ul style="list-style-type: none"> • Students are placed in a single period Language Arts class. • Students will be progress monitored through district formative assessments and practice on Official SAT Practice/Khan Academy. • If data-driven student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction. <p>Intensive Reading-Grades 9-10</p> <ul style="list-style-type: none"> • Reading Endorsed teacher or Reading Certified teacher. • Intensive Reading, single-period class. • Rotational model of instruction with teacher-led small group (5-7 students). • Students who do not respond to the initial instruction will be remediated in small group/teacher led instruction based on student data in areas of deficiency. • Students will be progress monitored monthly through district formative assessments, three Achieve 3000 diagnostic assessments, and proficiency on two Achieve 3000 lessons weekly. • If data-driven student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction. <p>English Language Arts-Grades 11-12</p> <ul style="list-style-type: none"> • Students are placed in a single period Language Arts class. • Students will be progress monitored through common assessments and practice on Official SAT Practice/Khan Academy. • If data-driven student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction.

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		<p>Intensive Reading-Grades 11-12</p> <ul style="list-style-type: none">• Reading Endorsed teacher or Reading Certified teacher.• Intensive Reading, single period class.• Rotational model of instruction with teacher-led small group (5-7 students).• Students who do not respond to the initial instruction will be remediated in small group/teacher led instruction based on student data in areas of deficiency.• Students will be progress monitored monthly through common assessments, practice on Official SAT Practice/Khan Academy, and Teengagement diagnostic assessments.
FSA-ELA	Level 1	<p>English Language Arts-Grades 9-10</p> <ul style="list-style-type: none">• Students are placed in a single period Language Arts class.• Students will be progress monitored through common assessments and practice on Official SAT Practice/Khan Academy.• If data-driven student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction. <p>Intensive Reading-Grades 9-10</p> <ul style="list-style-type: none">• Reading Endorsed teacher or Reading Certified teacher.• Intensive Reading, single period class.• Rotational model of instruction with teacher-led small group (5-7 students).• Students who do not respond to the initial instruction will be remediated in small group/teacher led instruction based on student data in areas of deficiency.• Students will be progress monitored monthly through district common assessments, Achieve 3000 diagnostic assessments and lessons.• If data-driven student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction. <p>English Language Arts-Grades 11-12</p> <ul style="list-style-type: none">• Students are placed in a single period Language Arts class.• Students will be progress monitored through common assessments and practice on Official SAT Practice/Khan Academy.• If data-driven student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction.

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		<p>Intensive Reading-Grades 11-12</p> <ul style="list-style-type: none"> • Reading Endorsed teacher or Reading Certified teacher. • Intensive Reading, single period class. • Rotational model of instruction with teacher-led small group (5-7 students) • Students who do not respond to the initial instruction will be remediated in small group/teacher led instruction based on student data in areas of deficiency. • Students will be progress monitored monthly through common assessments, practice on Official SAT Practice/Khan Academy, and Teengagement diagnostic assessments. • If data-driven student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction. <p>FSA score range for Intensive Reading, grades 9-10:</p> <table border="1" data-bbox="907 581 1988 735"> <tr> <td>9th Grade</td> <td>FSA Reading: Levels 1 or 2</td> </tr> <tr> <td>10th Grade</td> <td>FSA Reading: Levels 1 or 2</td> </tr> <tr> <td>11th Grade</td> <td>FSA Reading: Levels 1 or 2</td> </tr> <tr> <td>12th Grade</td> <td>FSA Reading: Levels 1 or 2</td> </tr> </table>	9 th Grade	FSA Reading: Levels 1 or 2	10 th Grade	FSA Reading: Levels 1 or 2	11 th Grade	FSA Reading: Levels 1 or 2	12 th Grade	FSA Reading: Levels 1 or 2
9 th Grade	FSA Reading: Levels 1 or 2									
10 th Grade	FSA Reading: Levels 1 or 2									
11 th Grade	FSA Reading: Levels 1 or 2									
12 th Grade	FSA Reading: Levels 1 or 2									

MTSS SUPPORT AND INTERVENTIONS

MTSS	Identification	Support Provided
Tier 1	All Students FSA-Reading	Tier 1: All students scoring at or above proficiency will receive core instruction. Differentiated instruction provided in small groups in all ELA classrooms. Students' growth will be monitored through common assessments as well as through weekly practice on Official SAT Practice/Khan Academy (grades 9-12 ELA).
Tier 2	Grade 10 334-349 FSA-Reading Achieve 3000 (Grades 9-10 Intensive Reading) monthly progress monitoring and teacher data; Teengagement & Official SAT Practice/Khan Academy (Grades 11-12 Intensive Reading) monthly progress monitoring and teacher data.	Tier 2: All students scoring below proficiency will be considered Tier 2 for MTSS and receive additional reading support in six components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension) as needed. Parents of all Tier 2 students will be notified. Tier 2 interventions will begin with Achieve 3000 (grades 9-10) and Teengagement (grades 11-12), as well as Official SAT Practice/Khan Academy (grades 11-12) lessons in reading intervention class and school intervention time for a minimum of 45 minutes/week. Small group interventions may be established 1-4 times per week.

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Tier 3	Grade 10 284-333 Level 10 FSA-Reading; Achieve 3000 (Grades 9-10 Intensive Reading) monthly progress monitoring and teacher data; Teengagement & Official SAT Practice/Khan Academy (Grades 11-12 Intensive Reading) monthly progress monitoring and teacher data.	Tier 3: Teachers, school resource specialists, instructional coaches, or paraprofessionals will support 1:1 or small group (3-5) standards-based and strategy-based lessons to support specific areas of need related to six components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension) beyond the classroom instructional minutes. Progress monitoring will include Achieve 3000 (grades 9-10) and Teengagement (grades 11-12) as well as Official SAT Practice/Khan Academy (grades 11-12) assessments, in addition to classroom assessments, fluency running records, spelling inventories, and written responses.
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