Clay 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: Ryan Widdowson
Contact Email: ryan.widdowson@myoneclay.net
Contact Telephone: 904-336-6908

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	*	54	*	58
District Overall FSA-ELA	56	63	59	58	61	60	62

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	51	58	57	54	57	56	68

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

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	17	15	19	14	17	13	11
White/Hispanic	5	4	6	4	5	3	2
Economically Disadvantaged/Non-Economically Disadvantaged	20	18	20	17	18	14	13
Students with Disabilities/Students without Disabilities	37	33	35	32	37	28	25
English Language Learners/ Non-English Language Learners	28	25	32	25	30	23	19

*   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.**

Funds from the 2019-20 reading allocation will be utilized to provide reading coach support in all schools. Coaches under the direction of district leadership and ELA specialists will work side-by-side in schools with principals and teachers on best practices in CORE reading instruction and then fidelity of implementation of intervention programs. Anchoring their work in our 2019-20 decision trees, coaches will provide professional learning opportunities for teachers in all grade levels. Coaches working directly with teachers, in their classrooms, with their students on research-based interventions should close the achievement gap for the majority of our students. Funds will also be used to provide the Achieve 3000 online learning pathway for all students in

grade K-10.

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?**

   Student progress monitoring data is collected and reviewed by several district staff members. Through monthly academic services meetings and content specialists data chats, district staff review data and create actions to support leaders, teachers, and students through on-site visits, collaboration with coaches and professional learning opportunities. District staff and the area of responsibility as follows...
   - Renee Hatcher is responsible for our ELL student data.
   - Trisha Holland is responsible for our ESE student data.
   - Jacquelyn Lawson is responsible for our Title I schools' student data.
   - Jennifer Umbaugh is responsible for grades K-6 student data.
   - Jamie Salem and Rebecca Billiot are responsible for grades 7-12 student data.
   - Kim Bays, Chief of Elementary Education for ALL K-6 student data.
   - Terry Connor, Chief Academic Officer, oversees student data for the entire district.

   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.**

   - i-Ready Diagnostic administered in August, January, and May - Grade K-8
   - i-Ready Growth Monitoring monthly - K-3
   - Achieve3000 LevelSet administered in August, November, and May - Grade 4-12
   - FSA-ELA spring - Grade 3-10

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

   Student progress monitoring is collected and reviewed three times per year formally; September, February, and May. Informally, data is reviewed monthly regarding usage of online learning tools i-Ready and Achieve3000, student growth for both i-Ready and Achieve3000 and proficiency for i-Ready and Achieve3000.

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

   Terry Connor, Chief Academic Officer is ultimately responsible for the fidelity of students not progressing towards district goals. He is supported in this work by the following staff members
   - Kim Bays, Chief of Elementary Education
   - Trisha Hollard, ESE Curriculum Specialist
   - Renee Hatcher, ELL Curriculum Specialist
   - Rebecca Billiot, Secondary ELA Specialist
   - Jennifer Umbaugh, Elementary ELA Specialist

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?**

   Terry Connor, Chief Academic Officer is ultimately responsible for ensuring classroom instruction is aligned to grade-level Florida Standards. He works closely with principals who are on the front line of teaching and able to support teachers directly. He is supported in this work by the following staff members

   - Kim Bays, Chief of Elementary Education
   - Trisha Hollard, ESE Curriculum Specialist
   - Renee Hatcher, ELL Curriculum Specialist
   - Rebecca Billiot, Secondary ELA Specialist who is supported by a team of district coaches. Additionally, this team reviews and updates district curriculum guides as needed to meet our student needs, based on data.
   - Jennifer Umbaugh, Elementary ELA Specialist who is supported by a team of district coaches. Additionally, this team reviews and updates district curriculum guides as needed to meet our student needs, based on data.

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

   District leadership, along with specialists, coaches, and principals will walk classroom quarterly to evaluate instruction is aligned to grade-level Florida Standards. As evidence is collected, specialists and coaches will be deployed to support leaders and teachers through side-by-side coaching, professional learning community (PLC) support, and professional development for schools and grade level teams.

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

   Quarterly

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.?**

   Jamie Iannone, Director of Professional Development will ensure it is appropriately entered into the Professional Learning Catalog.
   Ryan Widdowson, Supervisor of Federal Programs will review professional development content for alignment to district needs.

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

   $54,008.00

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.

   1-13-9   Reading Competency 1
   1-13-10   Reading Competency 1
   1-13-11   Reading Competency 1
   1-13-12   Reading Competency 1
   1-13-13   Reading Competency 1
   2-013-005 Reading Difficulties, Disabilities, and Dyslexia

   2-100-018 Reading Difficulties, Disabilities, and Dyslexia for SWD

reading

1-013-008 Learning with **Reading**

1-013-009 Effective August 2012-**Reading** Competency 1

1-013-010 Effective August 2012-**Reading** Competency 2 (FOR-PD)

1-013-011 Effective August 2012-**Reading** Competency 3

1-013-012 Effective August 2012-**Reading** Competency 4

1-013-013 Effective August 2012-**Reading** Competency 5

2-013-005 **Reading** Difficulties, Disabilities, and Dyslexia

2-100-018 **Reading** Difficulties, Disabilities, and Dyslexia for SWD

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.**

   [Clay County Curriculum Coach](#)

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

   Reading/Literacy coaches are not assigned directly to schools. They are deployed to schools for intensive work with teachers in classrooms following instructional rounding, student progress monitoring, and on request from principals.

   Monitoring and managing instruction begins with analysis of FSA data prior to the start of school. Instructional reviews take place in those schools showing low proficiency and/or growth.

   Following a visit by district leadership and curriculum specialists, coaches are assigned to these schools to work intensively with teachers and students on identified areas of need. This work includes coaching cycles, planning, side-by-side teaching, modeling of whole group instruction, modeling of small group differentiated instruction, analysing data, and selecting appropriate materials for remediation.

   We progress monitor the impact of coaches and the growth of students with iReady Diagnostic Assessments for grades K-3 and Achieve3000 for grades 4-10. These assessments take place in the Fall, Winter and Spring of the year. As new data is made available, schools are identified and coaches are reassigned to those with the greatest need. The intent is for coaches to be responsive to current/fresh data and support the key shifts of literacy instruction.

   The work of coaches is determined by the district specialist in collaboration with school-based leadership. These coaches will report to schools on a daily basis as opposed to reporting to a district location.

   Specialists and coaches both have instructional contracts, therefore administrative responsibilities are not permissible.

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.**

   Reading/literacy coaches are deployed to schools showing the greatest need from progress monitoring data. Following the September data review, specialists and coaches will visit schools showing the greatest number of students with reading deficiencies as determined by

Decision Trees. District leadership, specialists and coaches will visit classroom side-by-side with leaders to assess the needs in those classrooms. Coaches will then return to those schools over a 3-4 week period to work with teachers on intervention programs and best teaching practices.

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

    a. **Elementary:** 9
    b. **Middle:** 5
    c. **High:** 5

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

    Student progress monitoring data for classrooms where coaches are assigned and provide support will be tracked by instructional specialists at the district level.

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

    $1,173,480.38

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 <u>funded through the Research-Based Reading Instruction Allocation</u>?**

    Reading intervention teachers are not funded through the Research-Based Reading Instruction Allocation.

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.**

    Not applicable

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?**

No funds from the Research-Based Reading Instruction Allocation are expended

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.:**

- Curriculum Associates Ready LAFS for grade 7-8
- Voyager Sopris Rewards Instruction books for Grade 7-8
- Achieve3000 grade 4-10
- Curriculum Associates Phonics for Reading Grade K-3

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

$340,730.66

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.**

- Instructional Materials Budget - General Funds
- Title I - Federal Funds
- ESE - Federal Funds
- IDEA - Federal Funds

Summer Reading Camps

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:** Michael Wingate

2. **Email Address:** michael.wingate@myoneclay.net

3. **Phone Number:** 904-336-6918

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

- Charles E Bennett Elementary School
- Keystone Height Elementary School
- W. E. Cherry Elementary School
- J.L. Wilkinson Elementary School

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

   a. **Start Date:** June 18, 2019
   b. **Which days of the week is SRC offered:** Monday - Thursday

    c. **Number of instructional hours per day in reading:** Four hours
    d. **End Date:** July 24, 2019
    e. **Total number of instructional hours of reading:** 84 hours

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.?**

   Clay County School District Human Resources Department provides hiring criteria, one of which will be highly effective.

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

   1:12

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

   Pending scores and numbers of third graders need to attend summer reading camp we would like to offer a class at each site for our rising third graders. This will be determined following the arrival of FSA scores in May.

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

   ● The SAT10 will be administered to students scoring level 1 on the FSA-ELA at the end of the school year. Then again at the end of Summer Reading Camp.

   ● Students will take an i-Ready Diagnostic Assessment during the first two days of summer reading camp. Then again during the final days of camp. The iReady diagnostic will provide a scale score in addition to growth in each of the five domains of reading.
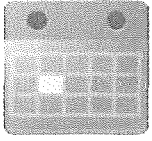
300 Lowest-Performing Elementary Schools

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		$50,000.00
District expenditures on reading coaches		$1,173,480.38
District expenditures on intervention teachers		$0.00
District expenditures on supplemental materials or interventions		$415,630.62
District expenditures on professional development		$54,008.00
District expenditures on summer reading camps		$35,202.00
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools		$0.00
Flexible Categorical Spending		$0.00
	Sum of Expenditures	$1,728,321.00
	Amount of district research-based reading instruction allocation for 2019-2020	$1,728,321.00

Reading Grant Work

Created by: ryan.widdowson@myoneclay.net · Your response: ✔Yes, I'm going

Time

8:30am - 4pm (Eastern Time - New York)

Date

Thu Apr 4, 2019

Where

Teacher Training Center (TTC), Fleming Island, FL 32003, USA

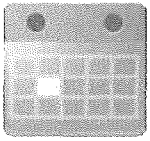**Description**
Reading Plan Template

Core and Intervention Instructional Materials

Agenda

✓ Community Building
✓ - Intention Setting
- Walk the Day
- Decision Tree's
- Pam/Sabrina
- Directions
- Divide the work
- Review/Regroup
- LUNCH
- Revisit Intentions
- work
- Wrap-up
Materials:

- Sign In Sheet
- Community Building Sheet (Angry April)
- Intention Setting Article

Guests

- ✔ Amber Rockwell — TEACHER
- ✔ Jamison Salem — Jr High
- ✔ Jennifer Umbaugh — Elem'ry
- ✔ Pamela Seech — Data
- ✔ Trisha Holland — ELS
- ✔ Rebecca Billiot — Sec'y
- ✔ Renee Hatcher — ELL
- ✔ Ryan Widdowson — Title 1
- ✔ Sabrina Thomas — IT
- ? Judith Bays — Leadership
- ⊘ Terrence Connor
- Margaret Dowling — ESE

Patricia Holland
Margaret Dowling
Rebecca Billiot
Jennifer Umbaugh
Sabrina J Thomas
Pamela Seech
[signature]
Renee Hatcher
Angela Nguyen
Amber Rockwell
Jamison Salem

- Starting Decision Trees
- Decision tree directions

My Notes

Reading Grant Work

Created by: Ryan Widdowson · Your response: ✔ Yes, I'm going

Time
8:30am - 4pm (Eastern Time - New York)

Date
Fri Apr 5, 2019

Where
Teacher Training Center (TTC), Fleming Island, FL 32003, USA

Description
Reading Plan Template

Core Supplemental and Intervention Instructional Materials

2018-19 Reading Plan

18-19 Elementary Tree
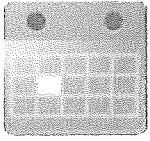
18-19 Middle Grades Tree

18-19 High School Tree

Agenda

- Community Building
- Intention Setting
- Walk the Day
- Decision Tree's
- Pam/Sabrina
- Directions
- Divide the work
- Review/Regroup

Guests
✔ Amber Rockwell
✔ Jamison Salem
✔ Jennifer Umbaugh
✔ Pamela Seech
✔ Trisha Holland
✔ Rebecca Billiot
✔ Renee Hatcher
✔ Ryan Widdowson
✔ Sabrina Thomas
? Judith Bays
⊘ Terrence Connor
  Margaret Dowling

- LUNCH
- Revisit Intentions
- work
- Wrap-up
Materials:

- Sign In Sheet
- Community Building Sheet (Angry April)
- Intention Setting Article
- Starting Decision Trees
- Decision tree directions

My Notes

Reading Grant Work Day @TLC @OPHS

Created by: Jennifer Umbaugh · Your response: ✔ Yes, I'm going

Time
8am - 3:30pm (Eastern Time - New York)

Date
Thu Apr 11, 2019

Description
Intention SettingFinal review of Decision Trees by grade span
Final review and polish by whole group
Wrap Up

My Notes

Guests
✔ Jamison Salem ✓
✔ Jennifer Umbaugh ✓
✔ Margaret Dowling ✓
✔ Pamela Seech ✓
✔ Trisha Holland ✓
✔ Rebecca Billiot ✓
✔ Renee Hatcher ✓
✔ Ryan Widdowson ✓
? Sabrina Thomas ✓
Amber Rockwell ✓
Angela Nguyen

No

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-6)
- DT2 – Middle (7-8)
- 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;

Elementary Reading Decision Tree Clay County District Schools
2019-2020 School Year

Table of Contents

Elementary Reading Decision Tree Contacts

This decision tree was created to support teachers as they make decisions in order to best meet student need. It is intended to support ELA teachers in K-6th grade and the literacy components. This document reflects a collaborative team composed of ELA, ESE, ELL, and Information Services. If you have any questions please reach out to:

Jennifer Umbaugh, ELA Elementary Curriculum Specialist
Margie Dowling or Trisha Holland, ESE Curriculum Specialist
Renee Hatcher, ELL Curriculum Specialist
Pam Seech or Sabrina Thomas, Information Services

All resources marked with an asterisk (*) reflect a multi-sensory when implemented in the intended manner.

Kindergarten Decision Tree

On or Above Grade Level (Differentiated Instruction - Enrichment)			
Scale Score	**Small Group Information**	**Literacy Components**	
FLKRS 500 or above **i-Ready Diagnostic #1 (Fall) 362 or above** **i-Ready Diagnostic #2 (Winter) 396 or above**	Group Size: 8 or fewer Meeting: 1-2 times/week Time: 15-20 minutes within the ELA block	**Phonemic Awareness** - Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). The following resources can also be considered: - SIPPS lesson B* - PALS (Peer Assisted Literacy Strategies) - FCRR (Florida Reading Research Center) Phonemic Awareness Activities* - Clay County Intervention Tool Kit* - CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*	Progress monitoring should take place weekly. -iReady data chats
		Phonics - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). The following resources can also be considered: - SIPPS lesson B* - PALS (Peer Assisted Literacy Strategies) - FCRR (Florida Reading Research Center) Phonics* - Clay County Intervention Tool Kit* - CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*	
		High Frequency Words - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox).	

The following resources can also be considered:
- SIPPS lesson B*
- SIPPS Sight Words
- PALS (Peer Assisted Literacy Strategies)
- FCRR (Florida Reading Research Center) High Frequency Words Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

Vocabulary - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox).

The following resources can also be considered:
- Text to Talk Vocabulary*
- FCRR (Florida Reading Research Center) Vocabulary Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Collaborative Classroom Vocabulary Curriculum

Comprehension: Literature - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox).

The following resources can also be considered:
- FCRR (Florida Reading Research Center) Literature Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

Comprehension: Informational - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox).

The following resources can also be considered:

		• [FCRR (Florida Reading Research Center) Informational Activities*](#) • [Clay County Intervention Tool Kit*](#) • [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#)	

Approaching Grade Level (Differentiated Instruction - Remediation)			
Scale Score	**Small Group Information**	**Literacy Components**	**Monitoring**
FLKRS 456-499 **i-Ready Diagnostic #1 (Fall) 317-361** **i-Ready Diagnostic #2 (Winter) 353 - 395**	**Tier 2**: Group Size: 7 or fewer Meeting: 2-3 time/week Time: 15-20 minutes within the ELA block	**Phonemic Awareness** - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the [Ready Teacher Toolbox](#)). If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered: • SIPPS lesson B* • PALS (Peer Assisted Literacy Strategies) • [FCRR (Florida Reading Research Center) Phonics*](#) • [Clay County Intervention Tool Kit*](#) • [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#) **Phonics** - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the [Ready Teacher Toolbox](#)). If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered: • SIPPS lesson B* • PALS (Peer Assisted Literacy Strategies) • [FCRR (Florida Reading Research Center) Phonics*](#) • [Clay County Intervention Tool Kit*](#) • [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#) **High Frequency Words** - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan	Progress monitoring should take place twice a week. If progress is not noted, make a change in intervention. **Progress monitoring tools:** -SIPPS Mastery tests -iReady data chats --https://www.easycbm.com/ -https://dibels.uoregon.edu/

and implement differentiated instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- SIPPS lesson B*
- SIPPS Sight Words
- PALS (Peer Assisted Literacy Strategies)
- FCRR (Florida Reading Research Center) High Frequency Words Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Achieve the Core Fluency Practice

Vocabulary - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- Text to Talk Vocabulary*
- FCRR (Florida Reading Research Center) Vocabulary Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Collaborative Classroom Vocabulary Curriculum

Comprehension: Literature - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- LLI Comprehension Component (Leveled Literacy Instruction)*
- FCRR (Florida Reading Research Center) Literature Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

		Comprehension: Informational - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the [Ready Teacher Toolbox](#)). If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered: ● [LLI Comprehension Component (Leveled Literacy Instruction)*](#) ● [FCRR (Florida Reading Research Center) Informational Activities*](#) ● [Clay County Intervention Tool Kit*](#) ● [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#)	
center: **Substantial Reading Deficiency (Intervention - Tier 2/Tier 3 MTSS)**			

Scale Score	Small Group Information	Literacy Components	Monitoring
Criteria for identifying a student with substantial Reading difficulty is: **FLKRS 455 or below** **i-Ready Diagnostic #1 (Fall) 318 or below** **i-Ready Diagnostic #2 (Winter) 352 or below**	**Tier 2 (MTSS)** Group Size: 7 or fewer Meeting: 2-3 times/week Time: 15-20 minutes within the ELA block **Tier 3 (MTSS)** Group Size: 3 or fewer Meeting: 4-5 times/week Time: minimum of 20 minutes (in addition to the ELA block)	**Phonemic Awareness Tier 2 -** Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the [Ready Teacher Toolbox](#)). If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered: ● PALS (Peer Assisted Literacy Strategies) ● SIPPS lesson B* ● [FCRR (Florida Reading Research Center) Phonemic Awareness Activities*](#) ● [Clay County Intervention Tool*](#) ● [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#) ● Phonemic Awareness Activities for Young Children **Phonemic Awareness Tier 3 -** If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The	Progress monitoring should take place twice a week. If progress is not noted, make a change in intervention. **Progress monitoring tools:** -SIPPS Mastery tests -iReady data chats --https://www.easycbm.com/ -https://dibels.uoregon.edu/

following intervention options may be considered:

- Heggerty Phonemic Awareness
- SRA Phonemic Awareness
- Road to the Code
- Sounds and Letters*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Imagine Learning (ELLs only)

Phonics Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- SIPPS lesson B*
- PALS (Peer Assisted Literacy Strategies)
- FCRR (Florida Reading Research Center) Phonics*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

Phonics Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:
- Reading Mastery
- Letters and Sounds Probes to Achieve Mastery
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Imagine Learning (ELLs only)

High Frequency Words Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2

students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- SIPPS lesson B*
- SIPPS Sight Words
- PALS (Peer Assisted Literacy Strategies)
- FCRR (Florida Reading Research Center) High Frequency Words Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Achieve the Core Fluency Practice

High Frequency Words Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:
- Letters and Sounds Probes to Achieve Mastery
- SIPPS Sight Words
- Frye Sight Word List
- Systematic Sight Word Instruction Program
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Imagine Learning (ELLs only)

Vocabulary Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- Text to Talk Vocabulary*
- FCRR (Florida Reading Research Center) Vocabulary Activities*
- Clay County Intervention Tool Kit*

- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Collaborative Classroom Vocabulary Curriculum

Vocabulary Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:
- Language for Learning
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Imagine Learning (ELLs only)
- Collaborative Classroom Vocabulary Curriculum

Comprehension: Literature Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- LLI Comprehension Component (Leveled Literacy Instruction)*
- FCRR (Florida Reading Research Center) Literature Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

Comprehension: Literature Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:
- LLI Comprehension Component (Leveled Literacy Instruction)*
- Language for Learning
- Oral Reading Comprehension with Basic Literal Questions (5 w's)
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share).*
- Imagine Learning (ELLs only)

Comprehension: Informational Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- LLI Comprehension Component (Leveled Literacy Instruction)*
- FCRR (Florida Reading Research Center) Informational Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

Comprehension: Informational Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:
- LLI Comprehension Component (Leveled Literacy Instruction)*
- Language for Learning
- Oral Reading Comprehension with Basic Literal Questions (5 w's)
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share).*
- Imagine Learning (ELLs only)

First Grade Decision Tree

On or Above Grade Level (Differentiated Instruction - Enrichment)			
Scale Score	**Small Group Information**	**Literacy Components**	**Monitoring**
i-Ready Diagnostic #1 (Fall) 434 or above **i-Ready Diagnostic #2 (Winter) 458 or above**	Group Size: 8 or fewer Meeting: 1-2 times/week Time: 15-20 minutes within the ELA block	**Phonemic Awareness** - Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). The following resources can also be considered: ● SIPPS lesson B* ● PALS (Peer Assisted Literacy Strategies) ● FCRR (Florida Reading Research Center) Phonemic Awareness Activities* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* **Phonics** - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). The following resources can also be considered: ● SIPPS lesson B* ● PALS (Peer Assisted Literacy Strategies) ● FCRR (Florida Reading Research Center) Phonics* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* **High Frequency Words** - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox).	Progress monitoring should take place weekly. -iReady data chats

The following resources can also be considered:
- SIPPS lesson B*
- SIPPS Sight Words
- PALS (Peer Assisted Literacy Strategies)
- FCRR (Florida Reading Research Center) High Frequency Words Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

Vocabulary - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox).

The following resources can also be considered:
- Text to Talk Vocabulary*
- FCRR (Florida Reading Research Center) Vocabulary Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Collaborative Classroom Vocabulary Curriculum

Comprehension: Literature - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox).

The following resources can also be considered:
- FCRR (Florida Reading Research Center) Literature Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

Comprehension: Informational - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox).

The following resources can also be considered:

		● FCRR (Florida Reading Research Center) Informational Activities* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*	

Approaching Grade Level (Differentiated Instruction - Remediation)			
Scale Score	**Small Group Information**	**Literacy Components**	**Monitoring**
i-Ready Diagnostic #1 (Fall) 363-433 **i-Ready Diagnostic #2 (Winter) 397-457**	**Tier 2**: Group Size: 7 or fewer Meeting: 2-3 time/week Time: 15-20 minutes within the ELA block	**Phonemic Awareness** - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered: ● SIPPS lesson B* ● PALS (Peer Assisted Literacy Strategies) ● FCRR (Florida Reading Research Center) Phonics* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* **Phonics** - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered: ● SIPPS lesson B* ● PALS (Peer Assisted Literacy Strategies) ● FCRR (Florida Reading Research Center) Phonics* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* **High Frequency Words** - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher	Progress monitoring should take place twice a week. If progress is not noted, make a change in intervention. **Progress monitoring tools:** -SIPPS Mastery tests -iReady data chats --https://www.easycbm.com/ -https://dibels.uoregon.edu/

Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- SIPPS lesson B*
- SIPPS Sight Words
- PALS (Peer Assisted Literacy Strategies)
- FCRR (Florida Reading Research Center) High Frequency Words Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Achieve the Core Fluency Practice

Vocabulary - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- Text to Talk Vocabulary*
- FCRR (Florida Reading Research Center) Vocabulary Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Collaborative Classroom Vocabulary Curriculum

Comprehension: Literature - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- LLI Comprehension Component (Leveled Literacy Instruction)*
- FCRR (Florida Reading Research Center) Literature Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

		Comprehension: Informational - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox). If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered: ● LLI Comprehension Component (Leveled Literacy Instruction)* ● FCRR (Florida Reading Research Center) Informational Activities* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*	

Substantial Reading Deficiency (Intervention - Tier 2/Tier 3 MTSS)

Scale Score	Small Group Information	Literacy Components	Monitoring
Criteria for identifying a student with substantial Reading difficulty is: **i-Ready Diagnostic #1 (Fall) 362 or below** **i-Ready Diagnostic #2 (Winter) 396 or below**	**Tier 2 (MTSS)** Group Size: 7 or fewer Meeting: 2-3 times/week Time: 15-20 minutes within the ELA block **Tier 3 (MTSS)** Group Size: 3 or fewer Meeting: 4-5 times/week Time: minimum of 20 minutes (in addition to ELA block)	**Phonemic Awareness Tier 2 -** Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox). If progress is not noted with Tier 2 instruction, the following intervention options can also be considered: ● SIPPS lesson B* ● PALS (Peer Assisted Literacy Strategies) ● FCRR (Florida Reading Research Center) Phonemic Awareness Activities* ● Clay County Intervention Tool* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* **Phonemic Awareness Tier 3 -** If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:	Progress monitoring should take place twice a week. If progress is not noted, make a change in intervention. **Progress monitoring tools:** -SIPPS Mastery tests -iReady data chats --https://www.easycbm.com/ -https://dibels.uoregon.edu/

- Heggerty Phonemic Awareness
- SRA Phonemic Awareness
- Sounds and Letters*
- Road to the Code
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Imagine Learning (ELLs only)*

Phonics Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- SIPPS lesson B*
- PALS (Peer Assisted Literacy Strategies)
- FCRR (Florida Reading Research Center) Phonics*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

Phonics Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:
- Reading Mastery
- SRA Reading Tutor
- Phonics for Reading
- Great Leaps
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Imagine Learning (ELLs only)

High Frequency Words Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2

students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention option can also be considered:
- SIPPS lesson B*
- SIPPS Sight Words
- PALS (Peer Assisted Literacy Strategies)
- FCRR (Florida Reading Research Center) High Frequency Words Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Achieve the Core Fluency Practice

High Frequency Words Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:
- Great Leaps
- SIPPS Sight Words
- Frye Sight Word List
- Systematic Sight Word Instruction
- Read Naturally
- Six Minute Solution
- FCRR (Florida Reading Research Center) High Frequency Words Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Imagine Learning (ELLs only)

Vocabulary Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following

intervention options can also be considered:
- Text to Talk Vocabulary*
- [FCRR (Florida Reading Research Center) Vocabulary Activities*](#)
- [Clay County Intervention Tool Kit*](#)
- [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#)
- [Collaborative Classroom Vocabulary Curriculum](#)

Vocabulary Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:
- Language for Learning
- [FCRR (Florida Reading Research Center) Vocabulary Activities*](#)
- [Clay County Intervention Tool Kit*](#)
- [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#)
- [Imagine Learning (ELLs only)](#)
- [Collaborative Classroom Vocabulary Curriculum](#)

Comprehension: Literature Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the [Ready Teacher Toolbox](#)).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- [LLI Comprehension Component (Leveled Literacy Instruction)*](#)
- [FCRR (Florida Reading Research Center) Literature Activities*](#)
- [Clay County Intervention Tool Kit*](#)
- [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#)

Comprehension: Literature Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:
- Language for Learning

- Oral Reading Comprehension with Basic Literal Questions (5W's)
- LLI Comprehension Component (Leveled Literacy Instruction)*
- FCRR (Florida Reading Research Center) Literature Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share).*
- Imagine Learning (ELLs only)

Comprehension: Informational Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- LLI Comprehension Component (Leveled Literacy Instruction)*
- FCRR (Florida Reading Research Center) Informational Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

Comprehension: Informational Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:
- Language for Learning
- Oral Reading Comprehension with Basic Literal Questions (5W's)
- LLI Comprehension Component (Leveled Literacy Instruction)*
- FCRR (Florida Reading Research Center) Informational Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Imagine Learning (ELLs only)

Second Grade Decision Tree

On or Above Grade Level (Differentiated Instruction - Enrichment)			
Scale Score	**Small Group Information**	**Literacy Components**	**Monitoring**
i-Ready Diagnostic #1 (Fall) 489 or above **i-Ready Diagnostic #2 (Winter) 513 or above**	Group Size: 8 or less Meeting: 1-2 times/week Time: 15-20 minutes within the ELA block	**Phonemic Awareness** - Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). The following resources can also be considered: ● SIPPS lesson B* ● PALS (Peer Assisted Literacy Strategies) ● FCRR (Florida Reading Research Center) Phonemic Awareness Activities* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* **Phonics** - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). The following resources can also be considered: ● SIPPS lesson B* ● PALS (Peer Assisted Literacy Strategies) ● FCRR (Florida Reading Research Center) Phonics* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* **High Frequency Words** - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox).	Progress monitoring should take place weekly. -iReady data chats

The following resources can also be considered:
- SIPPS lesson B*
- SIPPS Sight Words
- PALS (Peer Assisted Literacy Strategies)
- FCRR (Florida Reading Research Center) High Frequency Words Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

Vocabulary - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox).

The following resources can also be considered:
- Text to Talk Vocabulary*
- FCRR (Florida Reading Research Center) Vocabulary Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Collaborative Classroom Vocabulary Curriculum

Comprehension: Literature - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox).

The following resources can also be considered:
- FCRR (Florida Reading Research Center) Literature Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

Comprehension: Informational - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox).

The following resources can also be considered:

		● FCRR (Florida Reading Research Center) Informational Activities* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*	

Approaching Grade Level (Differentiated Instruction - Remediation)			
Scale Score	**Small Group Information**	**Literacy Components**	**Monitoring**
i-Ready Diagnostic #1 (Fall) 435-488 **i-Ready Diagnostic #2 (Winter) 459-512**	**Tier 2:** Group Size: 8 or fewer Meeting: 2-3 time/week Time: 15-20 minutes within the ELA block	**Phonemic Awareness** - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered: ● SIPPS lesson B* ● PALS (Peer Assisted Literacy Strategies) ● FCRR (Florida Reading Research Center) Phonics* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* **Phonics** - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered: ● SIPPS lesson B* ● PALS (Peer Assisted Literacy Strategies) ● FCRR (Florida Reading Research Center) Phonics* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* **High Frequency Words** - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan	Progress monitoring should take place twice a week. If progress is not noted, make a change in intervention. **Progress monitoring tools:** -SIPPS Mastery tests -iReady data chats --https://www.easycbm.com/ -https://dibels.uoregon.edu/

and implement differentiated instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- SIPPS lesson B*
- SIPPS Sight Words
- PALS (Peer Assisted Literacy Strategies)
- FCRR (Florida Reading Research Center) High Frequency Words Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Achieve the Core Fluency Practice

Vocabulary- Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- Text to Talk Vocabulary*
- FCRR (Florida Reading Research Center) Vocabulary Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Collaborative Classroom Vocabulary Curriculum

Comprehension: Literature - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- LLI Comprehension Component (Leveled Literacy Instruction)*
- FCRR (Florida Reading Research Center) Literature Activities*
- Clay County Intervention Tool Kit*

		● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*	
		Comprehension: Informational - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox). If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered: ● LLI Comprehension Component (Leveled Literacy Instruction)* ● FCRR (Florida Reading Research Center) Informational Activities* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*	

Substantial Reading Deficiency (Intervention - Tier 2/Tier 3 MTSS)

Scale Score	Small Group Information	Literacy Components	Monitoring
<mark>Criteria for identifying a student with substantial Reading difficulty is:</mark> **i-Ready Diagnostic #1 (Fall) 434 or below** **i-Ready Diagnostic #2 (Winter) 458 or below**	**Tier 2 (MTSS)** Group Size: 7 or fewer Meeting: 2-3 times/week Time: 15-20 minutes within the ELA block **Tier 3 (MTSS)** Group Size: 3 or fewer Meeting: 4-5 times/week Time: minimum 20 minutes (in addition to ELA block)	**Phonemic Awareness Tier 2 -** Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox). If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered: ● SIPPS lesson B* ● PALS (Peer Assisted Literacy Strategies) ● FCRR (Florida Reading Research Center) Phonemic Awareness Activities* ● Clay County Intervention Tool* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* **Phonemic Awareness Tier 3 -** If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the	Progress monitoring should take place twice a week. If progress is not noted, make a change in intervention. **Progress monitoring tools:** -SIPPS Mastery tests -iReady data chats --https://www.easycbm.com/ -https://dibels.uoregon.edu/

process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:
- Heggerty Phonemic Awareness
- SRA Phonemic Awareness
- Sounds and Letters*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Imagine Learning (ELLs only)

Phonics Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- SIPPS lesson B*
- PALS (Peer Assisted Literacy Strategies)
- FCRR (Florida Reading Research Center) Phonics*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

Phonics Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:
- Reading Mastery
- SRA Reading Tutor
- Phonics for Reading
- Great Leaps
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Imagine Learning (ELLs only)

High Frequency Words Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the

instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- SIPPS lesson B*
- SIPPS Sight Words
- PALS (Peer Assisted Literacy Strategies)
- FCRR (Florida Reading Research Center) High Frequency Words Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Achieve the Core Fluency Practice

High Frequency Words Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:
- SIPPS Sight Words
- Frye Sight Words
- Read Naturally
- Great Leaps
- Six Minute Solution
- FCRR (Florida Reading Research Center) High Frequency Words Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Imagine Learning (ELLs only)

Vocabulary Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following

intervention options can also be considered:
- Text to Talk Vocabulary*
- FCRR (Florida Reading Research Center) Vocabulary Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Collaborative Classroom Vocabulary Curriculum

Vocabulary Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:
- FCRR (Florida Reading Research Center) Vocabulary Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Imagine Learning Language and Literacy (ELLs only)
- Collaborative Classroom Vocabulary Curriculum

Comprehension: Literature Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- LLI Comprehension Component (Leveled Literacy Instruction)*
- FCRR (Florida Reading Research Center) Literature Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

Comprehension: Literature Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:
- LLI Comprehension Component (Leveled Literacy Instruction)*
- FCRR (Florida Reading Research Center) Literature Activities*

- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share).*
- Imagine Learning (ELLs only)

Comprehension: Informational Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- LLI Comprehension Component (Leveled Literacy Instruction)*
- FCRR (Florida Reading Research Center) Informational Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

Comprehension: Informational Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:
- LLI Comprehension Component (Leveled Literacy Instruction)*
- FCRR (Florida Reading Research Center) Informational Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Imagine Learning (ELLs only)

Third Grade Decision Tree

	On or Above Grade Level (Differentiated Instruction - Enrichment)		
Scale Score	**Small Group Information**	**Literacy Components**	**Monitoring**
i-Ready Diagnostic #1 (Fall) 511 or above **i-Ready Diagnostic #2 (Winter) 545 or above**	Group Size: 8 or fewer Meeting: 1-2 times/week Time: 15-20 minutes within the ELA block	**Phonemic Awareness** - Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). The following resources can also be considered: ● FCRR (Florida Reading Research Center) Phonemic Awareness Activities* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* **Phonics** - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). The following resources can also be considered: ● FCRR (Florida Reading Research Center) Phonics* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* **High Frequency Words** - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). The following resources can also be considered: ● FCRR (Florida Reading Research Center) High Frequency Words Activities*	Progress monitoring should take place weekly. -iReady data chats -Achieve data chats

- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

Vocabulary - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox).

The following resources can also be considered:
- Text to Talk Vocabulary*
- FCRR (Florida Reading Research Center) Vocabulary Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Collaborative Classroom Vocabulary Curriculum

Comprehension: Literature - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox).

The following resources can also be considered:
- FCRR (Florida Reading Research Center) Literature Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

Comprehension: Informational - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox).

The following resources can also be considered:
- FCRR (Florida Reading Research Center) Informational Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

Approaching Grade Level (Differentiated Instruction - Remediation)

Scale Score	Small Group Information	Literacy Components	Monitoring
i-Ready Diagnostic #1 (Fall) 490-510 **i-Ready Diagnostic #2 (Winter) 514-544**	Group Size: 8 or fewer Meeting: 2-3 time/week Time: 15-20 minutes within the ELA block	**Phonemic Awareness** - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered: ● FCRR (Florida Reading Research Center) Phonics* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* **Phonics** - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered: ● FCRR (Florida Reading Research Center) Phonics* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* **High Frequency Words** - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered: ● SIPPS* ● SIPPS Sight Words ● FCRR (Florida Reading Research Center) High Frequency Words Activities* ● Clay County Intervention Tool Kit*	Progress monitoring should take place twice a week. If progress is not noted, make a change in intervention. **Progress monitoring tools:** -SIPPS Mastery tests -iReady data chats --https://www.easycbm.com/ -https://dibels.uoregon.edu/

- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Achieve the Core Fluency Practice

Vocabulary- Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- Text to Talk Vocabulary*
- FCRR (Florida Reading Research Center) Vocabulary Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Collaborative Classroom Vocabulary Curriculum*

Comprehension: Literature - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- LLI Comprehension Component (Leveled Literacy Instruction)*
- FCRR (Florida Reading Research Center) Literature Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

Comprehension: Informational -Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- LLI Comprehension Component (Leveled Literacy Instruction)*

		• FCRR (Florida Reading Research Center) Informational Activities* • Clay County Intervention Tool Kit* • CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*	

Substantial Reading Deficiency (Intervention - Tier 2/Tier 3 MTSS)

Scale Score	Small Group Information	Literacy Components	Monitoring
Criteria for identifying a student with substantial Reading difficulty is: i-Ready Diagnostic #1 (Fall) 489 or below i-Ready Diagnostic #2 (Winter) 513 or below	Tier 2 (MTSS) Group Size: 7 or fewer Meeting: 2-3 times/week Time: 15-20 minutes within the ELA block Tier 3 (MTSS) Group Size: 3 or fewer Meeting: 4-5 times/week Time: minimum 20 minutes (in addition to ELA block)	**Phonemic Awareness Tier 2 -** Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox). If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered: • FCRR (Florida Reading Research Center) Phonemic Awareness Activities* • Clay County Intervention Tool* • CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* **Phonemic Awareness Tier 3 -** If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. The following intervention options may be considered: • SIPPS (Beginning and Extension Lessons)* • SRA Corrective Reading Decoding • Sounds and Letters* • CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* • Imagine Learning (ELLs only) **Phonics Tier 2 -** Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).	Progress monitoring should take place twice a week. If progress is not noted, make a change in intervention. **Progress monitoring tools:** -iReady data chats --https://www.easycbm.com/ -https://dibels.uoregon.edu/

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- SIPPS Challenge Lesson*
- FCRR (Florida Reading Research Center) Phonics*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

Phonics Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:
- SRA Corrective Reading Decoding
- Phonics for Reading
- SRA Reading Tutor
- Great Leaps
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Imagine Learning (ELLs only)

High Frequency Words Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- SIPPS Sight Words
- FCRR (Florida Reading Research Center) High Frequency Words Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Achieve the Core Fluency Practice

High Frequency Words Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the

process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:
- SIPPS Sight Words
- SRA Corrective Reading Decoding
- Great Leaps
- Read Naturally
- Six Minute Solution
- FCRR (Florida Reading Research Center) High Frequency Words Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Imagine Learning (ELLs only)

Vocabulary Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- Text to Talk Vocabulary*
- FCRR (Florida Reading Research Center) Vocabulary Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Collaborative Classroom Vocabulary Curriculum

Vocabulary Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:
- FCRR (Florida Reading Research Center) Vocabulary Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Imagine Learning (ELLs only)
- SIM Vocabulary Linking Strategy

Comprehension: Literature Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- LLI Comprehension Component (Leveled Literacy Instruction)*
- FCRR (Florida Reading Research Center) Literature Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

Comprehension: Literature Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:
- SRA Corrective Reading Comprehension - Level A
- LLI Comprehension Component (Leveled Literacy Instruction)*
- FCRR (Florida Reading Research Center) Literature Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share).*
- Imagine Learning (ELLs only)

Comprehension: Informational Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).
If progress is not noted with i-Ready Tools for Instruction, the following interventions can also be considered:
- LLI Comprehension Component (Leveled Literacy Instruction)*
- FCRR (Florida Reading Research Center) Informational Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

		Comprehension: Informational Tier 3 - If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered: ● https://www.fountasandpinnell.com/ ● SRA Corrective Reading Comprehension - Level A ● FCRR (Florida Reading Research Center) Informational Activities* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* ● Imagine Learning (ELLs only)	

Fourth Grade Decision Tree

On or Above Grade Level (Differentiated Instruction - Enrichment)

Scale Score	Small Group Information	Literacy Components	Monitoring
Diagnostic #1 (Fall) 557 or above **Diagnostic #2 (Winter) 579 or above** **Achieve3000 LevelSet 740 or above**	Group Size: 8 or fewer Meeting: 1-2 times/week Time: 15-20 minutes within the ELA block	**Phonemic Awareness** - Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). The following resources can also be considered: ● FCRR (Florida Reading Research Center) Phonemic Awareness Activities* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* **Phonics** - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). The following resources can also be considered: ● FCRR (Florida Reading Research Center) Phonics* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* **High Frequency Words** - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). The following resources can also be considered: ● FCRR (Florida Reading Research Center) High Frequency Words Activities*	Progress monitoring should take place weekly. -iReady data chats -Achieve data chats

	● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*	
	Vocabulary - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). The following resources can also be considered: ● Text to Talk Vocabulary* ● FCRR (Florida Reading Research Center) Vocabulary Activities* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* ● Collaborative Classroom Vocabulary Curriculum	
	Comprehension: Literature - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). The following resources can also be considered: ● FCRR (Florida Reading Research Center) Literature Activities* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share*	
	Comprehension: Informational - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). The following resources can also be considered: ● Achieve 3000 (stretch articles) ● FCRR (Florida Reading Research Center) Informational Activities* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*	

Approaching Grade Level (Differentiated Instruction - Remediation)

Scale Score	Small Group Information	Literacy Components	Monitoring
Diagnostic #1 (Fall) 511-544 **Diagnostic #2 (Winter) 545-560** **Achieve3000 LevelSet 390L-735L**	Group Size: 8 or fewer Meeting: 2-3 time/week Time: 15-20 minutes within the ELA block	**Phonemic Awareness-** Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered: ● SIPPS Challenge Level* ● FCRR (Florida Reading Research Center) Phonemic Awareness Activities* ● Clay County Intervention Tool* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* **Phonics** - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered: ● SIPPS Challenge* ● FCRR (Florida Reading Research Center) Phonics* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* **High Frequency Words** - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox). If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered: ● SIPPS* ● SIPPS Sight Words	Progress monitoring should take place twice a week. If progress is not noted, make a change in intervention. **Progress monitoring tools:** -iReady data chats -Achieve data chats --https://www.easycbm.com/ -https://dibels.uoregon.edu/

- [FCRR (Florida Reading Research Center) High Frequency Words Activities*](#)
- [Clay County Intervention Tool Kit*](#)
- [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#)
- [Achieve the Core Fluency Practice](#)

Vocabulary- Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for students based on their profile using i-Ready Tools for Instruction (resources in the [Ready Teacher Toolbox](#)).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- Text to Talk Vocabulary*
- Language for Learning
- [FCRR (Florida Reading Research Center) Vocabulary Activities*](#)
- [Clay County Intervention Tool Kit*](#)
- [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#)
- [Collaborative Classroom Vocabulary Curriculum](#)

Comprehension: Literature- Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for students based on their profile using i-Ready Tools for Instruction (resources in the [Ready Teacher Toolbox](#)).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- [LLI Comprehension Component (Leveled Literacy Instruction)*](#)
- [FCRR (Florida Reading Research Center) Literature Activities*](#)
- [Clay County Intervention Tool Kit*](#)
- [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#)

Comprehension: Informational - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for students based on their profile using i-Ready Tools for Instruction (resources in the [Ready Teacher Toolbox](#)).

Substantial Reading Deficiency (Intervention - Tier 2/Tier 3 MTSS)

Scale Score	Small Group Information	Literacy Components	Monitoring
Notify Parents **FSA Level 1** **i-Ready Diagnostic #1 (Fall) 511 or below** **Diagnostic #2 (Winter) 544 or below** **Achieve3000 LevelSet 385L or below**	**Tier 2 (MTSS)** Group Size: 8 or fewer Meeting: 2-3 times/week Time: 15-20 minutes within the ELA block **Tier 3 (MTSS)** Group Size: 3 or fewer Meeting: 4-5 times/week Time: minimum 20 minutes (in addition to ELA block)	**Phonemic Awareness Tier 2 -** Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox). If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered: ● FCRR (Florida Reading Research Center) Phonemic Awareness Activities* ● Clay County Intervention Tool* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* **Phonemic Awareness Tier 3 -** If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. The following intervention options may be considered: ● SIPPS Plus* ● SRA Corrective Reading - Level A ● Sounds and Letters* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* ● Imagine Learning (ELLs only) **Phonics Tier 2 -** Teachers will review i-Ready scale score information and develop groups	Progress monitoring should take place twice a week. If progress is not noted, make a change in intervention. **Progress monitoring tools:** -iReady data chats -Achieve data chats --https://www.easycbm.com/ -https://dibels.uoregon.edu/

based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- SIPPS Challenge*
- FCRR (Florida Reading Research Center) Phonics*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

Phonics Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:
- SIPPS Plus*
- SRA Corrective Reading Decoding
- Phonics for Reading
- Sopris Learning Rewards
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Imagine Learning (ELLs only)

High Frequency Words Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- SIPPS Sight Words
- FCRR (Florida Reading Research Center) High Frequency Words Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

- Achieve the Core Fluency Practice

High Frequency Words Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:
- SIPPS Plus*
- Sopris Learning Rewards
- SRA Corrective Reading Decoding
- Great Leaps
- Read Naturally
- Six Minute Solution
- FCRR (Florida Reading Research Center) High Frequency Words Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Imagine Learning (ELLs only)

Vocabulary Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- Text to Talk Vocabulary*
- FCRR (Florida Reading Research Center) Vocabulary Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Collaborative Classroom Vocabulary Curriculum

Vocabulary Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:

- SIM Vocabulary Linking
- [FCRR (Florida Reading Research Center) Vocabulary Activities*](#)
- [Clay County Intervention Tool Kit*](#)
- [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#)
- [Imagine Learning (ELLs only)](#)
- [Collaborative Classroom Vocabulary Curriculum](#)

Comprehension: Literature Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the [Ready Teacher Toolbox](#)).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- [LLI Comprehension Component (Leveled Literacy Instruction)*](#)
- [FCRR (Florida Reading Research Center) Literature Activities*](#)
- [Clay County Intervention Tool Kit*](#)
- [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#)

Comprehension: Literature Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:
- SIM Inference Strategy
- SIM Visual Imagery Strategy
- [LLI Comprehension Component (Leveled Literacy Instruction)*](#)
- Sopris Learning Rewards
- [FCRR (Florida Reading Research Center) Literature Activities*](#)
- [Clay County Intervention Tool Kit](#) - Paragraph Shrinking*
- [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share).*](#)
- [Imagine Learning (ELLs only)](#)

Comprehension: Informational Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2

students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
SRA Corrective Reading Comprehension
- Achieve 3000 articles (with scaffolded questions and support)
- LLI Comprehension Component (Leveled Literacy Instruction)*
- FCRR (Florida Reading Research Center) Informational Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

Comprehension: Informational Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:
- LLI Comprehension Component (Leveled Literacy Instruction)*
- Sopris Learning Rewards
- FCRR (Florida Reading Research Center) Informational Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Imagine Learning (ELLs only)

Fifth Grade Decision Tree

On or Above Grade Level (Differentiated Instruction - Enrichment)			
Scale Score	**Small Group Information**	**Literacy Components**	**Monitoring**
Diagnostic #1 (Fall) 581 or above **Diagnostic #2 (Winter) 609 or above** **Achieve3000 LevelSet 830L or above**	Group Size: 8 or less Meeting: 1-2 times/week Time: 15-20 minutes within the ELA block	**Phonemic Awareness** - Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). The following resources can also be considered: ● FCRR (Florida Reading Research Center) Phonemic Awareness Activities* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* **Phonics** - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). The following resources can also be considered: ● FCRR (Florida Reading Research Center) Phonics* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* **High Frequency Words** - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). The following resources can also be considered: ● FCRR (Florida Reading Research Center) High Frequency Words Activities*	Progress monitoring should take place weekly. -iReady data chats -Achieve data chats

		● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*	
		Vocabulary - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). The following resources can also be considered: ● Text to Talk Vocabulary* ● FCRR (Florida Reading Research Center) Vocabulary Activities* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* ● Collaborative Classroom Vocabulary Curriculum	
		Comprehension: Literature - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). The following resources can also be considered: ● FCRR (Florida Reading Research Center) Literature Activities* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share*	
		Comprehension: Informational - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). The following resources can also be considered: ● Achieve 3000 (stretch articles) ● FCRR (Florida Reading Research Center) Informational Activities* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*	

Approaching Grade Level (Differentiated Instruction - Remediation)

Scale Score	Small Group Information	Literacy Components	Monitoring
Diagnostic #1 (Fall) 557-578 **Diagnostic #2 (Winter) 579-602** **Achieve3000 LevelSet 505-825**	Group Size: 8 or less Meeting: 2-3 time/week Time: 15-20 minutes within the ELA block	**Phonemic Awareness-** Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered: ● SIPPS Challenge Level* ● FCRR (Florida Reading Research Center) Phonemic Awareness Activities* ● Clay County Intervention Tool* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* **Phonics** - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered: ● SIPPS Challenge* ● FCRR (Florida Reading Research Center) Phonics* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* **High Frequency Words** - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox). If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered: ● SIPPS ● SIPPS Sight Words	Progress monitoring should take place twice a week. If progress is not noted, make a change in intervention. **Progress monitoring tools:** -iReady data chats -Achieve data chats --https://www.easycbm.com/ -https://dibels.uoregon.edu/

- [FCRR (Florida Reading Research Center) High Frequency Words Activities*](#)
- [Clay County Intervention Tool Kit*](#)
- [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#)
- [Achieve the Core Fluency Practice](#)

Vocabulary- Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for students based on their profile using i-Ready Tools for Instruction (resources in the [Ready Teacher Toolbox](#)).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- Text to Talk Vocabulary*
- Language for Learning
- [FCRR (Florida Reading Research Center) Vocabulary Activities*](#)
- [Clay County Intervention Tool Kit*](#)
- [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#)
- [Collaborative Classroom Vocabulary Curriculum](#)

Comprehension: Literature- Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for students based on their profile using i-Ready Tools for Instruction (resources in the [Ready Teacher Toolbox](#)).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- [LLI Comprehension Component (Leveled Literacy Instruction)*](#)
- [FCRR (Florida Reading Research Center) Literature Activities*](#)
- [Clay County Intervention Tool Kit*](#)
- [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#)

Comprehension: Informational - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for students based on their profile using i-Ready Tools for Instruction (resources in the [Ready Teacher Toolbox](#)).

| | | If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
● Achieve articles (with scaffolded questions and support)
● [LLI Comprehension Component (Leveled Literacy Instruction)*](#)
● [FCRR (Florida Reading Research Center) Informational Activities*](#)
● [Clay County Intervention Tool Kit*](#)
● [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#) | |

Substantial Reading Deficiency (Intervention - Tier 2/Tier 3 MTSS)

Scale Score	Small Group Information	Literacy Components	Monitoring
Notify Parents **FSA Level 1** **i-Ready Diagnostic #1 (Fall)** **557 or below** **Diagnostic #2 (Winter)** **578 or below** **Achieve3000 LevelSet** **500L or below**	**Tier 2 (MTSS)** Group Size: 7 or fewer Meeting: 2-3 times/week Time: 15-20 minutes within the ELA block **Tier 3 (MTSS)** Group Size: 3 or fewer Meeting: 4-5 times/week Time: minimum 20 minutes (in addition to ELA block)	**Phonemic Awareness Tier 2 -** Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the [Ready Teacher Toolbox](#)). If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered: ● [FCRR (Florida Reading Research Center) Phonemic Awareness Activities*](#) ● [Clay County Intervention Tool*](#) ● [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#) **Phonemic Awareness Tier 3 -** If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. The following intervention options may be considered: ● SIPPS Plus* ● SRA Corrective Reading Decoding Level A ● [Sounds and Letters*](#) ● [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#) ● [Imagine Learning (ELLs only)](#) **Phonics Tier 2 -** Teachers will review i-Ready scale score information and develop groups	Progress monitoring should take place twice a week. If progress is not noted, make a change in intervention. **Progress monitoring tools:** -iReady data chats -Achieve data chats --https://www.easycbm.com/ -https://dibels.uoregon.edu/

based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- SIPPS Challenge*
- FCRR (Florida Reading Research Center) Phonics*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

Phonics Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:
- SRA Corrective Reading Decoding
- Phonics for Reading
- SIPPS Plus
- Great Leaps
- Sopris Learning Rewards
- SIM Word ID Strategy
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Imagine Learning (ELLs only)*

High Frequency Words Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- SIPPS Sight Words
- FCRR (Florida Reading Research Center) High Frequency Words Activities*

- [Clay County Intervention Tool Kit*](#)
- [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#)
- [Achieve the Core Fluency Practice](#)

High Frequency Words Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:
- SIPPS Plus
- SRA Corrective Reading Decoding
- Sopris Learning Rewards
- Read Naturally
- Six Minute Solution
- [FCRR (Florida Reading Research Center) High Frequency Words Activities*](#)
- [Clay County Intervention Tool Kit*](#)
- [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#)
- [Imagine Learning (ELLs only)](#)

Vocabulary Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the [Ready Teacher Toolbox](#)).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- Text to Talk Vocabulary*
- [FCRR (Florida Reading Research Center) Vocabulary Activities*](#)
- [Clay County Intervention Tool Kit*](#)
- [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#)
- [Collaborative Classroom Vocabulary Curriculum](#)

Vocabulary Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The

following intervention options may be considered:

- SIM Vocabulary Linking
- FCRR (Florida Reading Research Center) Vocabulary Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Imagine Learning (ELLs only)
- Collaborative Classroom Vocabulary Curriculum

Comprehension: Literature Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:

- LLI Comprehension Component (Leveled Literacy Instruction)*
- FCRR (Florida Reading Research Center) Literature Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

Comprehension: Literature Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:

- LLI Comprehension Component (Leveled Literacy Instruction)*
- Sopris Learning Rewards
- SRA Corrective Reading Comprehension Level A
- SIM Inference Strategy
- SIM Self-Questioning Strategy
- SIM Visual Imagery Strategy
- FCRR (Florida Reading Research Center) Literature Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share).*
- Imagine Learning (ELLs only)

Comprehension: Informational Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- Achieve 3000 articles (with scaffolded questions and support)
- LLI Comprehension Component (Leveled Literacy Instruction)*
- FCRR (Florida Reading Research Center) Informational Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

Comprehension: Informational Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:
- LLI Comprehension Component (Leveled Literacy Instruction)*
- Sopris Learning Rewards
- SRA Corrective Reading Comprehension Level A
- SIM Inference Strategy
- SIM Self-Questioning Strategy
- FCRR (Florida Reading Research Center) Informational Activities*
- Clay County Intervention Tool Kit - Paragraph Shrinking*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Imagine Learning (ELLs only)

Sixth Grade Decision Tree

On or Above Grade Level (Differentiation-Enrichment)			
Scale Score	**Small Group Information**	**Literacy Components**	**Monitoring**
Diagnostic #1 (Fall) 598 or above **Diagnostic #2 (Winter) 616 or above** **Achieve3000 LevelSet 925L or above**	Group Size: 8 or fewer Meeting: 1-2 times/week Time: 15-20 minutes within the ELA block	**Phonemic Awareness** - Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). The following resources can also be considered: ● FCRR (Florida Reading Research Center) Phonemic Awareness Activities* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* **Phonics** - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). The following resources can also be considered: ● FCRR (Florida Reading Research Center) Phonics* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* **High Frequency Words** - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). The following resources can also be considered: ● FCRR (Florida Reading Research Center) High Frequency Words Activities*	Progress monitoring should take place weekly. -iReady data chats -Achieve data chats

		● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*	
		Vocabulary - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). The following resources can also be considered: ● Text to Talk Vocabulary* ● FCRR (Florida Reading Research Center) Vocabulary Activities* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*	
		Comprehension: Literature - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). The following resources can also be considered: ● FCRR (Florida Reading Research Center) Literature Activities* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share*	
		Comprehension: Informational - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). The following resources can also be considered: ● Achieve 3000 (stretch articles) ● FCRR (Florida Reading Research Center) Informational Activities* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*	
Approaching Grade Level (Differentiated Instruction - Remediation)			

Scale Score	Small Group Information	Literacy Components	Monitoring
Diagnostic #1 (Fall) 581-608 **Diagnostic #2 (Winter) 609-629** **Achieve3000 LevelSet 560L-920L**	Group Size: 7 or fewer Meeting: 2-3 time/week Time: 15-20 minutes within the ELA block	**Phonemic Awareness-** Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered: ● SIPPS Challenge Level ● FCRR (Florida Reading Research Center) Phonemic Awareness Activities* ● Clay County Intervention Tool* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*	Progress monitoring should take place twice a week. If progress is not noted, make a change in intervention. **Progress monitoring tools:** -iReady data chats -Achieve data chats --https://www.easycbm.com/ -https://dibels.uoregon.edu/
		Phonics - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement differentiated instruction (resources in the Ready Teacher Toolbox). If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered: ● SIPPS Challenge ● FCRR (Florida Reading Research Center) Phonics* ● Clay County Intervention Tool Kit* ● CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*	
		High Frequency Words - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox). If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered: ● SIPPS ● SIPPS Sight Words	

- [FCRR (Florida Reading Research Center) High Frequency Words Activities*](#)
- [Clay County Intervention Tool Kit*](#)
- [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#)
- [Achieve the Core Fluency Practice](#)

Vocabulary- Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for students based on their profile using i-Ready Tools for Instruction (resources in the [Ready Teacher Toolbox](#)).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- Text to Talk Vocabulary*
- Language for Learning
- [FCRR (Florida Reading Research Center) Vocabulary Activities*](#)
- [Clay County Intervention Tool Kit*](#)
- [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#)

Comprehension: Literature- Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for students based on their profile using i-Ready Tools for Instruction (resources in the [Ready Teacher Toolbox](#)).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- [LLI Comprehension Component (Leveled Literacy Instruction)*](#)
- [FCRR (Florida Reading Research Center) Literature Activities*](#)
- [Clay County Intervention Tool Kit*](#)
- [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#)

Comprehension: Informational - Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for students based on their profile using i-Ready Tools for Instruction (resources in the [Ready Teacher Toolbox](#)).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- Achieve 3000 articles (with scaffolded questions and support)
- LLI Comprehension Component (Leveled Literacy Instruction)*
- FCRR (Florida Reading Research Center) Informational Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

Substantial Reading Deficiency (Intervention - Tier 2/Tier 3 MTSS)

Scale Score	Small Group Information	Literacy Components	Monitoring
Notify Parents **FSA Level 1** **i-Ready Diagnostic #1 (Fall) 581 or below** **Diagnostic #2 (Winter) 608 or below** **Achieve3000 LevelSet 555L or below**	**Tier 2 (MTSS)** Group Size: 7 or fewer Meeting: 2-3 times/week Time: 15-20 minutes within the ELA block **Tier 3 (MTSS)** Group Size: 3 or less Meeting: 4-5 times/week Time: minimum 20 minutes (in addition to ELA block)	**Phonemic Awareness-** Tier 2 students will continue using i-Ready Tools for Instruction; progress monitor 2 times a week. If progress is not noted, make a change in intervention. Resources used to add an additional intervention could be; SIPPS Plus, SRA Corrective Reading, FCRR (Florida Reading Research Center) Phonemic Awareness Activities, Intervention Tool Kit. **Phonemic Awareness Tier 3 -** If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. The following intervention options may be considered: - SIPPS Plus - SRA Corrective Reading Decoding Level A - Sounds and Letters* - CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)* - Imagine Learning (ELLs only) **Phonics Tier 2 -** Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox). If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:	Progress monitoring should take place twice a week. If progress is not noted, make a change in intervention. **Progress monitoring tools:** -iReady data chats -Achieve data chats --https://www.easycbm.com/ -https://dibels.uoregon.edu

- SIPPS Challenge Level
- [FCRR (Florida Reading Research Center) Phonics*](#)
- [Clay County Intervention Tool Kit*](#)
- [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#)

Phonics Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:
- SRA Corrective Reading Decoding
- SIPPS Plus
- Phonics for Reading
- Sopris Learning Rewards
- Great Leaps
- [Clay County Intervention Tool Kit*](#)
- [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#)
- [Imagine Learning (ELLs only)](#)

High Frequency Words Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the [Ready Teacher Toolbox](#)).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- SIPPS
- SIPPS Sight Words
- [FCRR (Florida Reading Research Center) High Frequency Words Activities*](#)
- [Clay County Intervention Tool Kit*](#)
- [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#)
- [Achieve the Core Fluency Practice](#)

High Frequency Words Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the

process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:

- SIPPS Plus
- SRA Corrective Reading Decoding
- Sopris Learning Rewards
- Great Leaps
- FCRR (Florida Reading Research Center) High Frequency Words Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Imagine Learning (ELLs only)

Vocabulary Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:

- Text to Talk Vocabulary*
- Language for Learning
- FCRR (Florida Reading Research Center) Vocabulary Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

Vocabulary Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:

- SIM Vocabulary Linking
- FCRR (Florida Reading Research Center) Vocabulary Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*
- Imagine Learning (ELLs only)

Comprehension: Literature Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:
- LLI Comprehension Component (Leveled Literacy Instruction)*
- FCRR (Florida Reading Research Center) Literature Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*

Comprehension: Literature Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:
- LLI Comprehension Component (Leveled Literacy Instruction)*
- Sopris Learning Rewards
- SRA Corrective Reading Comprehension Level A
- SIM Inference Strategy
- SIM Self-Questioning Strategy
- SIM Visual Imagery Strategy
- FCRR (Florida Reading Research Center) Literature Activities*
- Clay County Intervention Tool Kit*
- CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share).*
- Imagine Learning (ELLs only)

Comprehension: Informational Tier 2 -
Teachers will review i-Ready scale score information and develop groups based on the i-Ready Instructional Groupings Report. Teachers will use the instructional grouping report to plan and implement instruction for Tier 2 students based on their profile using i-Ready Tools for Instruction (resources in the Ready Teacher Toolbox).

If progress is not noted with i-Ready Tools for Instruction, the following intervention options can also be considered:

- Achieve 3000 articles (with scaffolded questions and support)
- [LLI Comprehension Component (Leveled Literacy Instruction)*](#)
- [FCRR (Florida Reading Research Center) Informational Activities*](#)
- [Clay County Intervention Tool Kit*](#)
- [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#)

Comprehension: Informational Tier 3 -
If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator. The following intervention options may be considered:

- [LLI Comprehension Component (Leveled Literacy Instruction)*](#)
- Sopris Learning Rewards
- SRA Corrective Reading Comprehension Level A
- SIM Inference Strategy
- SIM Self-Questioning Strategy
- [FCRR (Florida Reading Research Center) Informational Activities*](#)
- [Clay County Intervention Tool Kit](#) - Paragraph Shrinking*
- [CPALMS (Collaborate, Plan, Align, Learn, Motivate and Share)*](#)
- [Imagine Learning (ELLs only)](#)

7th/8th Grade Decision Tree

		Proficient	
Screening Assessments	**If**	**Then**	**Strategic Materials**
FSA ELA Spring, 2019	**Meets or Exceeds Reader Measure:** Student scores a level 3 or higher on current FSA-ELA	The student is placed in a standard or advanced ELA course.	**Course name:** M/J Language Arts or M/J Language Arts ADV **Course codes:** 1001010, 1001020 **Core Instruction Materials:** HMH Collections **Strategic Materials & Instructional Methods:** ● HMH Collections ● Strategies aligned to Language Arts Florida Standards embedded in District Curriculum Guides ● Document Based Questioning (DBQ) to support text-based writing ● Differentiated literacy instruction on independent reading level using informational text (Achieve 3000) ● Focus on close reading strategies using Read-Discuss-Read protocol and vocabulary instruction in context ● Ongoing data chats for goal setting with students

Approaching Grade Level

Screening Assessments	If	Then	Strategic Materials
FSA ELA / Achieve 3000 LevelSet Spring, 2019	**Approaching Grade Level:** Student scores Level 2 on the current FSA/ELA assessment ● 318 and above (6th grade) ● 326 and above (7th grade) and falls in the high end of the readability band as indicated by his or her score on the Spring 2019 Achieve3000 LevelSet. ● 7th grade (770L or above) ● 8th grade (810L or above)	The student is placed in the appropriate ELA course and provided additional support with high-level vocabulary and comprehension strategies, as needed to support grade level standards.	**Course Name:** M/J Language Arts If possible, place the student with a teacher who is Endorsed or Certified in Reading, or who has completed 90 hours of NGCAR-PD or 150 hours of CAR-PD **Course Code:** 1001010 **Core Instruction Materials:** HMH Collections **Strategic Materials & Instructional Methods:** ● HMH Close Reading Selections ● HMH Collections Level-Up Tutorials ● Strategies aligned to Language Arts Florida Standards embedded in District Curriculum Guides ● Document-Based Questioning (DBQ) to support text-based writing ● Differentiated literacy instruction on independent reading level using informational text (Achieve 3000) ● Focus on close reading strategies using Read-Discuss-Read protocol and vocabulary instruction in context ● Vocabulary activities that strengthen vocabulary and comprehension (Greek and Latin roots by grade level) ● Teacher-led small group using i-Ready Teacher Toolbox materials ● C-PALMS Florida Students tutorials ● Ongoing data chats for goal setting with students

Substantial Reading Deficiency (Fluent)

Screening Assessments	If	Then	Strategic Materials
FSA ELA / Achieve 3000 LevelSet Spring, 2019	**Substantial Reading Deficiency (Fluent):** Student scores Level 1 or low 2 on the current FSA/ELA assessment: ● 317 and below (6th grade) ● 325 and below (7th grade) And/or falls far below grade level as indicated by his or her score on the Spring 2019 Achieve3000 LevelSet: ● 620L or below (6th grade) ● 675L or below (7th grade)	In addition to the core ELA course, the student will be placed in an intensive reading course. The intensive reading course will deliver grade level standards, comprehension strategies, and vocabulary content. Class size should be capped at 18. 7th and 8th graders should be placed in separate Intensive Reading classes. Refer to master scheduling guidelines.	**Course Names:** M/J Language Arts and M/J Intensive Reading **Course Codes:** 1001010 and 1000010 **Core Instruction Materials for M/J Language Arts:** HMH Collections **Strategic Materials & Instructional Methods:** ● Strategies aligned to Language Arts Florida Standards embedded in District Curriculum Guides ● Differentiated online literacy instruction using informational text (Achieve300). ● C-PALMS Florida Students tutorials ● Informational and literary texts (provided by the district) ● Focus on close reading strategies using Read-Discuss-Read protocol and vocabulary instruction in context ● Vocabulary activities that strengthen vocabulary and comprehension (Greek and Latin roots by grade level) ● Teacher-led small group using i-Ready Teacher Toolbox materials ● LAFS (i-Ready) workbooks and online practice ● Rosetta Stone (ELLs only) ● Ongoing data chats for goal setting with students

Substantial Reading Deficiency (Disfluent)

Screening Assessments	If	Then	Strategic Materials
FSA ELA / Achieve 3000 LevelSet/ i-Ready Data Spring, 2019	**Substantial Reading Deficiency (Disfluent):** Student scores Level 1 or low 2 on the current FSA/ELA assessment: 317 and below (6th grade) 325 and below (7th grade) <u>And/or</u> falls far below grade level as indicated by his or her score on the Spring 2019 Achieve3000 LevelSet: 620L or below (6th grade) 675L or below (7th grade) <u>And</u> scores as non-proficient, or below grade level on the Phonics section of the Spring 2019	In addition to the core ELA course, the student will be placed in an intensive reading course. The intensive reading course will deliver grade level standards, comprehension strategies, vocabulary content as well as a phonics and fluency intervention component. Class size should be capped at 18. Refer to master scheduling guidelines.	**Course Names:** M/J Language Arts and M/J Intensive Reading **Course Codes:** 1001010 and 1001010 **Core Instruction Materials:** HMH Collections **Strategic Materials & Instructional Methods** - REWARDS flexible strategies for decoding - Phonics for Reading by Curriculum Instruction (available by request for students needing additional support) (7-8) Fluency support- resources from Achieve the Core - Strategies aligned to Language Arts Florida Standards embedded in District Curriculum Guides - Differentiated online literacy instruction using informational text (Achieve300). - C-PALMS Florida Students tutorials - Informational and literary texts (provided by the district) - Focus on close reading strategies using Read-Discuss-Read protocol and vocabulary instruction in context - Vocabulary activities that strengthen vocabulary and comprehension (Greek and Latin roots by grade level) - Teacher led small group using i-Ready Teacher Toolbox materials - LAFS (i-Ready) workbooks and online practice - Ongoing data chats for goal setting with students

	i-Ready Assessment		● Rosetta Stone (ELL only)

Intervention Process Note

If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator.

Tier 2 (MTSS) **Group Size: 7 or fewer** **Meeting: 2-3 times a week** **Time: 15-20 minutes**	**Tier 3 (MTSS)** **Group Size: 3 or fewer** **Meeting: 4-5 times a week** **Time: Minimum of 20 minutes**

9-12 Decision Tree

Proficient

Screening Assessments	If	Then	Strategic Materials
FSA ELA / Achieve 3000 Level Set Spring, 2019	**Meets or Exceeds Reader Measure:** Student scores a level 3 or higher on current FSA-ELA	The student is placed in a standard or advanced English course.	**Course Name:** English or English Honors I-IV *Students may enroll in college preparatory English such as AP, IB, AICE **Core Instruction Materials:** HMH Collections **Strategic Materials & Instructional Methods:** ● HMH Collections ● Strategies aligned to Language Arts Florida Standards embedded in District Curriculum Guides ● Document-Based Questioning (DBQ) to support text-based writing ● Differentiated literacy instruction on independent reading level using informational text (Achieve3000) ● Focus on close reading strategies using Read-Discuss-Read protocol and vocabulary instruction in context ● Ongoing data chats for goal setting with students

Approaching Grade Level

Screening Assessments	If	Then	Strategic Materials
FSA ELA / Achieve 3000 Level Set Spring, 2019	**Approaching Grade Level:** Student scores a Level 2 on the current FSA/ELA assessment and falls in the high end of the readability band as indicated by his or her score on the Spring 2019 Achieve3000 LevelSet. • 9th grade (1050L or above) • 10th grade (1080L or above)	The student is placed in the appropriate English course and provided additional support with high-level vocabulary and comprehension strategies, as needed to support grade level standards.	**Course Name:** English I-IV *If possible, place student with a teacher who is Endorsed or Certified in Reading, or who has completed 90 hours of NGCAR-PD or 150 hours of CAR-PD **Core Instruction Materials:** HMH Collections **Strategic Materials & Instructional Methods:** • HMH Close Reading Selections • HMH Collections Level-Up Tutorials • Strategies aligned to Language Arts Florida Standards embedded in District Curriculum Guides • Document Based Questioning (DBQ) to support text-based writing • Differentiated literacy instruction on independent reading level using informational text (Achieve3000) • Focus on close reading strategies using Read-Discuss-Read protocol and vocabulary instruction in context • Vocabulary activities that strengthen vocabulary and comprehension (Greek and Latin root) • Teacher led small group using formative assessment data • C-PALMS Florida Students tutorials • Ongoing data chats for goal setting with students • Rosetta Stone (ELL only)

Substantial Reading Deficiency (9-10)

Screening Assessments	If	Then	Strategic Materials

FSA ELA / Achieve 3000 LevelSet Spring, 2019	**Substantial Reading Deficiency:** A student scores Level 1 or low 2 on the current FSA/ELA assessment:
	● 329 and below (9th grade)
	● 335 and below (10th grade)
	
	And/or falls far below grade level as indicated by his or her score on the Spring 2019 Achieve3000 LevelSet:
	● 9th grade (775L or below)
	● 10th grade (830L or below)
		In addition to the core English course, the student will be placed in an intensive reading course. The intensive reading course will support students with comprehension, vocabulary, and access to grade level standards.
		
		Class size should be capped at 18.
		
		9th and 10th graders should be placed in separate Intensive Reading classes.
		
		Refer to master scheduling guidelines.
			<u>**Course Names:**</u> English I or II and Intensive Reading
			
			<u>**Core Instruction Materials for English:**</u> HMH Collections
			
			<u>**Strategic Materials & Instructional Methods for Intensive Reading:**</u>
			● Differentiated online literacy instruction using informational text (Achieve3000).
			● Curriculum aligned to Language Arts Florida Standards embedded in District Curriculum Guides
			● Use of text sets to build knowledge using informational texts (Achieve3000) and literary texts (CommonLit) embedded in District Curriculum Guides.
			● Rolling Knowledge journals to write about and synthesize information from text sets (adapted from achievethecore.org).
			● Rolling vocabulary journals to provide students with opportunities to write using words in context (adapted from achievethecore.org).
			● Daily short and/or extended text-based writing.
			● Focus on close reading strategies using Read-Discuss-Read protocol and vocabulary instruction in context
			● Vocabulary activities that strengthen vocabulary and comprehension (Greek and Latin roots)
			● Use formative assessment data to form teacher facilitated flexible groups:
			  ○ Achieve3000 strategy lessons
			  ○ Active reading strategies
			  ○ Fluency support- resources from Achieve the Core
			  ○ C-PALMS Florida Students tutorials
			  ○ Writing remediation
			● Rosetta Stone (ELL only)
			● Ongoing data chats for goal setting with students

Substantial Reading Deficiency (11-12)

Screening Assessments	If	Then	Strategic Materials

FSA ELA/ Achieve 3000 Level Set Spring, 2019	**Substantial Reading Deficiency:** An 11th or 12th-grade student scores a Level 1 or 2 on the Grade 10 FSA or FSA retake and has not earned a concordant score on the ACT or SAT.	In addition to the core ELA course, the student will be placed in an intensive reading course. The intensive reading course will support students with comprehension, vocabulary, and access to grade level standards, in addition to ACT/SAT preparation.
		
		Refer to master scheduling guidelines.
			<u>**Course Names:**</u> English and Intensive Reading
			
			<u>**Core Instruction Materials for English:**</u> HMH Collections
			
			Strategic Materials & Instructional Methods
			● Differentiated online literacy instruction using informational text (Achieve3000).
			● Curriculum aligned to Language Arts Florida Standards embedded in District Curriculum Guides
			● Kaplan ACT/SAT preparation materials
			● Focus on close reading strategies using the Kaplan Method for Reading, Read-Discuss-Read protocol and vocabulary instruction in context
			● Vocabulary activities that strengthen vocabulary and comprehension (Greek and Latin roots)
			● Use formative assessment data to form teacher facilitated flexible groups:
			   ○ Achieve3000 strategy lessons
			   ○ Active reading strategies
			   ○ Fluency support- Achieve the Core
			   ○ C-PALMS Florida Students tutorials
			● Rosetta Stone (ELL only)
			● Ongoing data chats for goal setting with students

Intervention Process Note

If progress is not noted with Tier 2 Interventions after a reasonable period of time, the student may be considered for Tier 3 interventions. Begin the process for Tier 3 working with your Intervention Team Facilitator.

Tier 2 (MTSS)	Tier 3 (MTSS)
Group Size: 7 or fewer **Meeting: 2-3 times a week** **Time: 15-20 minutes**	**Group Size: 3 or fewer** **Meeting: 4-5 times a week** **Time: Minimum of 20 minutes**

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

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

Section 1: Contact Information

1. **District name:** Clay County District Schools
2. **Contact name for schools covered on this plan:** Terry Connor
3. **Contact phone number:** 904-336-6904
4. **Contact email:** terrence.connor@myoneclay.net
5. **Schools covered by this plan:** Charles E Bennett Elementary School

Section 2: Length of School Day

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

1. **School start time:** 8:20 a.m.
2. **School dismal time:** 2:50 p.m.
3. **Total number of instructional minutes per day:** 1710 Grades K-5, 1810 Grade 6
4. **Minutes per day of reading instruction (must be at least 150):** 174 Grade K-5, 150 Grade 6

Section 3. Instructional Design

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

   Students scoring level 4 or level 5 on the statewide standardized English Language Arts assessment complete the i-Ready Diagnostic in the first three weeks of school. The i-Ready Diagnostic reveals areas of strength. This data, coupled with FSA data, is used to develop lessons for students to be delivered in small group session. Students are provided online learning opportunities with Achieve3000 which aligns passages with their individual reading level. Students are asked to respond in writing to their reading and then teachers confer with students about their reading one-on-one.

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

Clay County School District only employs teachers with effective evaluations. All teachers at Charles E Bennett have VAM scores that equal or exceed the district average. Teachers with VAM scores below the district average have been reassigned to other schools. As new teachers are hired, their VAM scores are reviewed to ensure they are equal to or above the district average.

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

Students identified as reading below grade level receive instruction with the research-based program, Leveled Literacy Intervention (LLI) on a daily basis. LLI is a scripted intensive intervention program delivered in small group settings (5-6 students). LLI provides explicit instruction in phonics and phonemic awareness, comprehension, vocabulary, fluency, and writing. Students are assessed using the Benchmark Assessment System (BAS) to determine appropriate placement in the program.

CEB students received instruction with LLI during the 18-19 schools year. While the vast majority of students made progress in their reading, all did not achieve grade level reading by years end. Progress by grade level includes
- Kindergarten =95%
- Grade 1 = 96%
- Grade 2 = 84%
- Grade 3 = 98%
- Grade 4 = 82%
- Grade 5 = 76%

Evidence to support that LLI helps beginning readers, when implemented well, can be found in the <u>What Works Clearinghouse</u>. *"Two studies meet WWC group design standards without reservations, and no studies meet WWC group design standards with reservations. Together, these studies included 747 students in grades K–2 in 22 schools in three school districts across three states. According to the WWC review, the extent of evidence for LLI on the reading achievement outcomes of beginning readers was medium to large for general reading achievement and small for two other student outcome domains—reading fluency and alphabetics."*

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

   All students complete the i-Ready diagnostic that provides teachers with detailed information regarding each students' reading deficit. Each student is then prescribed an individualized online learning path. Additionally, i-Ready provides specific lessons that target deficits with three - five intensive lessons. Students are organized into small groups and provided differentiated instruction that is targeted to specific skills and standards. Five growth checks and two additional diagnostics provide progress monitoring.

   Students in grades 4, 5 and 6 complete the Achieve3000 Level Set to identify their Lexile Level. Non-fiction text supports students reading comprehension as well as content learning. This additional exposure to grade level text provides additional opportunities for students to read throughout the day.

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

   All students in grades K-3 receive instruction in Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS). Students that need additional support receive leveled Literacy Intervention (LLI). LLI is a scripted intensive intervention program delivered in small group settings (5-6 students). LLI provides explicit instruction in phonics and phonemic awareness, comprehension, vocabulary, fluency, and writing.

   Students in grades 4-6, receive instruction in Plus Rewards which target phonemic awareness, phonics, fluency, vocabulary, and comprehension for older students.

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

   Document Based Questions (DBQ) is an evidence-based, argument writing program that that is heavily based in social studies and science. This program provides students the opportunity to work with primary source documents through reading and discussion then respond to those documents and conversations through writing.

   Additionally, students experience the Fisher-Frey "Read-Discuss-Read" model with their Achieve3000 articles and specific text sets selected by district content specialists. These text sets align with the Florida Standards and National Geographic standards for science. The non-fiction texts are of high interest and include topics of math, science, and social studies.