

FLVS 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: Patricia Hunt

Contact Email: phunt@flvs.net

Contact Telephone: 239-826-7564

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.

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

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	67	69	68	71	71	72	73

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	58	60	60	62	58	64	65

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
						10	9
White/African American	6	12	14	11	10		
White/Hispanic	1	0	0	0	1	0	0
Economically Disadvantaged/Non-Economically Disadvantaged	13	11	13	10	11	9	8
Students with Disabilities/Students without Disabilities	17	15	34	13	31	12	11
English Language Learners/ Non-English Language Learners	44	32	44	28	30	25	23

* 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.

Expenditures from the allocation are expected to impact student achievement in relation to our district goals in a variety of ways. We have a dedicated literacy coach for each school (Elementary, Middle, High) that works directly with administrators, teachers (classroom and intervention) and members of the ESE, ESOL, Guidance, and RtI teams. Working together with these teams and analyzing data from a variety of student assessments, the literacy coach provides professional development and coaching on research-based literacy strategies to increase student achievement in the students' areas of need. The funds from the allocation

will be utilized to pay for literacy coaches, Intensive Reading and Intervention teachers, professional development and supplemental materials to enhance literacy instruction.

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?

Administrators at the district and school level will collect and review student progress monitoring data. Depending on the student, ESE, ESOL and RtI teams may also be responsible for collecting and reviewing student data. School level administrators will meet with the literacy coaches, RtI Specialists, and teachers for data chats to determine interventions and best practices for improving student achievement.

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.

Elementary:

K: FLKRS – STAR & iStation

Grades 1 & 2: iStation

Grades 3 – 5: i-Ready

Middle: Grades 6 – 8: i-Ready

High: Grades 9 – 12: Scantron Achievement Series

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

Reading progress monitoring data will be collected and reviewed a minimum of three times per year. Students in K-5 will be given a diagnostic screener at the beginning of the year with progress monitoring assessments mid-year and end-of-year to measure growth and assist with data-driven instruction. Level 1 & 2 students and students without scores, grades 6-12 will be given a diagnostic screener at the beginning of the year with progress monitoring assessments mid-year and end-of-year to measure growth and assist with data-driven instruction. Schools may choose to assess more frequently if needed to monitor progress. Please see the Decision Trees for specific progress monitoring frequencies based on student achievement levels.

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

District and school level administrators will review progress monitoring data to create a plan of action for support. Multiple teams such as literacy, ESE, ESOL, and RtI will work together to review data and determine appropriate interventions.

At the school levels –

At the Elementary level – The MTSS/SST team, consisting of RtI Specialist, Intervention Teachers, Guidance Counselors, ESE Teacher, District-Level ESE Manager, District-Level

Social Worker, District-Level School Psychologist, Assistant Principals, and Principal, meet every Friday to discuss and analyze student data of students currently receiving Tier 2 and Tier 3 services. Tier 1 student data is also reviewed to ensure proper progress is being achieved. Data consist mainly of iStation (K-2) and iReady (3-5), but also includes grades and module exam results.

Middle School/High School - Weekly/Bi-weekly SST (Student Success Team) data meetings are held to discuss individual student progress and impact of student interventions. Those in attendance may include: content teachers, RTI Specialist, ESE teachers, ESE manager, 504 Coordinator, Resource Teacher, school administrator, and Reading & Math Intervention Teachers. Additionally, administrators conduct Monthly Walkthroughs which includes reviewing individual student data which includes progress in mastering standards and course progress along with teacher lesson plans. A ‘running’ sheet of students who receive services is reviewed and updated daily.

All schools - The Lead Teacher Intervention (LTI) program consists of the Lead Teachers contacting families of students that are not on pace or are failing two or more courses. The Lead teachers, along with the parents, create a Student Success Plan to get students back on track to be successful. The SST monitors the SSP to ensure that students are making progress towards their goals.

At the district level –

The District Literacy Coordinator reviews progress monitoring data in iReady, Istation, and Scantron monthly and participates in monthly data check-ins with school administrators. The Director of Full-time Instruction reviews quarterly, student progress monitoring with the school leadership teams. Students not making progress are reviewed and next steps for remediation are determined and implemented.

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?

Our Curriculum Product Innovation team is responsible for ensuring our courses are aligned to grade-level standards. School-based administrators ensure that classroom instruction is aligned to grade-level standards through monthly classroom walk-throughs and conversations. The school-based administrators share data with the Directors of Instruction at the district level.

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

School-based administrators collect classroom walk-through data and teacher evaluation data which may include live lesson recordings, live lesson observations, and discussion-based assessment observations. Additionally, Professional Learning Community (PLC) data is collected and reviewed by teacher PLC facilitators and school-based administration with the guidance of Professional Learning Specialists.

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

Classroom walk-through data is collected by school-based administrators monthly. Additionally, informal evaluations are conducted mid-year and formal evaluations are conducted once a year by administrators. New teachers receive two informal evaluations in their first year. PLC data is collected by teacher facilitators throughout the year and is reviewed and analyzed annually.

- 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 in-service activities for all district employees, from all fund sources. The *Just Read, Florida!* office will review professional development related to reading instruction listed in this plan during monitoring. Please answer the following questions to assist with this process:

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

The Director of Staff Development and the District Literacy Coordinator will ensure that the professional development activities funded through the Research-Based Reading Instruction Allocation are entered into the Professional Learning Catalog.

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

100,000.00

- 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 covers this training.

#8450 Improving Reading Instruction for All Students

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.**

Education/Licensure/Certification: Bachelor's degree with a concentration in Education; Valid Florida Professional Teaching Certificate; Reading Endorsement or Certification; Preferred Experience: Three years' teaching experience; online teaching experience preferred; ESOL Endorsement required; Preferred ESE experience across multiple subject areas and grade levels; Preferred knowledge, abilities and skills: Strong interpersonal, leadership, communication and motivational skills; In-depth knowledge of reading processes, acquisition, assessment, instructional reading strategies, online instructional design theories, and learning style theories; Knowledge of state and national reading and writing standards; Knowledge of current research on best practices for improving reading achievement and the integration of technology in online lesson design; Knowledge of curriculum standards and their impact on K12 instruction; Knowledge of web tools and other online support mechanisms to enhance instruction

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

Full-time Elementary, Full-time Middle School, Full-time High School, FLEX SHs K-12

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

Yes

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

- a. Elementary:2**
- b. Middle:2**
- c. High:4**

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

The effectiveness of literacy coaches is measured using a modified Danielson framework utilizing student achievement measurement (SAM) data. Additionally, coaches participate in monthly walkthroughs with their administrators to determine where their support is needed and how they are progressing in their practice. Coaches complete a monthly coaching log in which they record their coaching interactions, professional develop presented and attended. The logs are reviewed by the Literacy Coordinator and shared with the principals monthly.

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

680,025.00

Supports for Identification and Intervention of Students with Reading Deficiencies

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

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

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

Full-time Middle and High Schools

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.**

Yes. Our elementary intervention teachers are funded under alternate funding methods.

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

- a. Elementary:0
- b. Middle:4
- c. High:4

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

529,659.00

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.:**

i-Ready, Learning A-Z, Flocabulary, Istation, Six Minute Solution

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

228,438.42

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.**

Title 1 funding

Summer Reading Camps

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:** Sheri Sico
2. **Email Address:**ssico@flvs.net
3. **Phone Number:**850-361-8697
4. **Please list the schools which will host a SRC:**

Full-time Elementary

5. **Provide the following information regarding the length of your district SRC:**
 - a. **Start Date:** June 5, 2019
 - b. **Which days of the week is SRC offered:** Monday - Thursday
 - c. **Number of instructional hours per day in reading:**4
 - d. **End Date:** June 28, 2019
 - e. **Total number of instructional hours of reading:**56 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.?**

Yes

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

10:1

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

No

9. **What evidence will be collected that demonstrates growth in student achievement was a result of the instruction provided during SRC?**
 - I-Ready Diagnostic – administered before the conclusion of the 2018-2019 school year and proctored at the end of Summer Reading Camp
 - I-Ready Progress Monitoring – independent, weekly participation in i-Ready lessons used to progress monitor student growth and achievement; extra lessons assigned in standards where students need additional instruction

- Dibels Fluency – Dibels Benchmark Assessment administered before the conclusion of the 2018-2019 school year and/or beginning of Summer Reading Camp; weekly fluency monitoring utilizing the Dibels 8th Edition Oral Reading Fluency (ORF) and Word Reading Fluency (WRF)
- CARS/STARS Book Collection – targeted instruction on reading comprehension strategies for utilization during direct instruction and independent work
- Progress Updates – Weekly conferences will be conducted with students and families which includes evidence of student standards mastery based on i-Ready data, formative assessments, and Dibels Fluency scores

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	0
District expenditures on reading coaches	680,025.00
District expenditures on intervention teachers	529,659.00
District expenditures on supplemental materials or interventions	228,438.42
District expenditures on professional development	100,205.58
District expenditures on summer reading camps	60,000.00
District expenditures on an additional hour for schools on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	1,598,328.00
Amount of district research-based reading instruction allocation for 2019-2020	1,598,328.00

APPENDIX A

Reading Plan Planning 19-20 Admin Team

Date: 04/03/19

Time: 2:30 PM

Facilitator: Patti Hunt

In Attendance

Sheri Sico, Jessica Smith, Madeline Chase, Ken Henson, Wil Simpson

Review of Updates

Patti shared the updates to the '19-'20 Reading Plan

- Need to develop a plan for coding students that are being referred for intervention – Tier 2 & Tier 3 codes in Focus – this will be used for tracking teacher credentials
- Need to be more prescriptive and descriptive to reduce vagueness – suggested to review UDL Guidelines for additional language to use on Decision Trees - http://udlguidelines.cast.org/?utm_medium=web&utm_campaign=none&utm_source=cast-about-udl
- Specifically make recommendations on how instruction will be modified for students who are not responding to interventions.
- Suggested to bring literacy coaches into the discussion for training and follow-up they can provide to teachers to support the use of new and targeted interventions

Specific SH Requirements

- Elementary
 - We need to include how parents are notified of substantial reading deficiency.
 - K-2 Diagnostic screener & progress monitoring plan
 - Summer Reading Camp Info.
 - Review plans for areas to improve specificity
 - Review supplemental programs listed and update as needed
- Middle & High
 - Review plans for areas to improve specificity
 - Review supplemental programs listed and update as needed

School Level Teams

- Elementary – Sheri Sico, Kim Cannamela, Amber Fish, Erica Glisson
- Middle – Jessica Smith, Madeline Chase, Marie Vallieres, Carlotta Arnold
- High – Wil Simpson, Marie Vallieres, Amy Akins, Deanna DeFilippo

Next Steps

Patti will send the template, 18-19 DTs, and these notes to each team for their review. She will also get a call scheduled with each team to plan specifically with each school.

New Business

- Recap of Back to School night – September 9
- Parent Education Programs – Counselors
- Teacher Grants Application Process –
School Principal

Committee Reports

- Membership
- Volunteers
- Newsletter
- Computer Support

Announcements

Enter Announcements

Next Meeting

Date | Time, Location

Motion to adjourn was made at 9:00 p.m. and was passed unanimously.

AGENDA/Minutes

Reading Plan Development Meeting

04/09/2019

11:00 AM – 11:30 AM

Meeting called by Patricia Hunt, Skype call

Patricia Hunt, District Literacy Coordinator; Sheri Sico, FTES AP; Erica Glisson, RtI Specialist; Kim Cannamela, Literacy Coach; Amber Fish, 3rd Grade Lead teacher

Attendees:

Please read:

FLVS Reading Plan template & 18-19 Decision Tree

11:00 AM – 11:03 AM	Introduction	Skype call
<hr/>		
11:04 AM – 11:10 AM	2018-19 Plan	Skype call
	Topic: Review plan from previous year to discuss what elements will continue and what needs to be updated.	
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11:11 AM – 11:25 AM	2019 -20 Plan	Skype call
	Topic Plan for changes that need to be incorporated into new plan – <ul style="list-style-type: none">• Elementary using iStation K-2 – determine cut scores• Discuss more specific language surrounding intervention – review multi-sensory• Update Intervention small group numbers• Updating supplemental programs/resources	
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11:26 AM – 11:30 AM	Next steps	Skype call
	Topic Open discussion, questions, & plan for review and revisions	

Additional Instruction:

Scheduled time for elementary team to reconvene to work on DT1 – 4/11/19

Team will create a Google Doc with Decision Tree for real time online collaboration.

AGENDA/minutes

Reading Plan Development Meeting

04/09/2019

10:30 AM – 11:00 AM

Meeting called by Patricia Hunt, Skype call

Patricia Hunt, District Literacy Coordinator; Madeline Chase, FTMS AP;

Carlotta Arnold, RtI Specialist; Marie Vallieres, Literacy Coach; Jessica

Attendees: Smith, Principal

Please read: FLVS Reading Plan template & 18-19 Decision Tree

10:30 AM – 10:33 AM	Introduction	Skype call
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10:34 AM – 10:40 AM	2018-19 Plan	Skype call
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Topic: Review plan from previous year to discuss what elements will continue and what needs to be updated.

- What was sent back in 18-19 for revision
-

10:41 AM – 10:56 AM	2019 -20 Plan	Skype call
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Topic Plan for changes that need to be incorporated into new plan –

- Discuss more specific language surrounding intervention
 - Updating supplemental programs/resources
-

10:57 AM – 11:00 AM	Next steps	Skype call
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Topic Open discussion, questions, & plan for review and revisions

Additional Instruction:

Google Doc will be created for online real time team collaboration.

4/16 – Call w/ Patti & Marie to discuss first draft

4/19 – Call w/ Patti, Carlotta, and Madeline to finalize PM decisions

AGENDA/Minutes

Reading Plan Development Meeting

04/11/2019

10:00 AM – 10:30 AM

Meeting called by Patricia Hunt, Skype call

Attendees: Patricia Hunt, District Literacy Coordinator; Alicia Parker, Sr. Manager – Analysis, Assessment and Accountability

Please read: FLVS Reading Plan template

10:00 AM – 10:03 AM	Introduction	Skype call
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10:04 AM – 10:10 AM	2018-19 Plan	Skype call
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Topic: Review plan from previous year to discuss the process by which we pulled data

10:11 AM – 10:25 AM	2019 -20 Plan	Skype call
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Topic Plan for pulling data -

- Determine where the data is pulled from
- Review steps based on feedback received from 18-19 when plan was returned

10:26 AM – 10:30 AM	Next steps	Skype call
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Topic Open discussion, questions, & plan for review and revisions

Additional Instruction:

Patti will complete data section by pulling data from EdStats and send to Alicia for review prior to submission.

4/12 – Alicia has approved data as correct.

AGENDA/Minutes

Reading Plan Development Meeting

04/11/2019

1:00 PM – 1:30 PM

Meeting called by Patricia Hunt, Skype call

Attendees: Patricia Hunt, District Literacy Coordinator; Wil Simpson, FTTHS AP; Amy Adkins, RtI Specialist; Marie Vallieres, Literacy Coach; Deanna DeFilippo, Reading Intervention Teacher

Please read: FLVS Reading Plan template & 18-19 Decision Tree

1:00 PM – 1:33 PM

Introduction

Skype call

1:34 PM – 1:38 PM

2018-19 Plan

Skype call

Topic: Review plan from previous year to discuss what elements will continue and what needs to be updated.

- What was sent back in 18-19 for revision
-

1:39 PM – 1:55 PM

2019 -20 Plan

Skype call

Topic Plan for changes that need to be incorporated into new plan –

- Discuss more specific language surrounding intervention
 - Updating supplemental programs/resources
 - Discussion of any new resources needed – Schmoop
 - Patti to share lessons learned from elementary and middle discussions
 - Addition of multi-sensory language
-

1:56 PM – 2:03 PM

Next steps

Skype call

Topic Open discussion, questions, & plan for review and revisions

Additional Instruction:

Wil will create OneDrive document for shared live collaboration. Patti will share elementary and middle school plans for reference and articulation.

AGENDA/Minutes
Reading Plan Development Meeting
04/22/2019
10:00 AM – 10:30 AM

Meeting called by Patricia Hunt, Skype call

Attendees: Patricia Hunt, District Literacy Coordinator; Katie Santana, Director of FT Instruction; Angela Padron, ELL District Coach

Please read: FLVS Reading Plan narratives and DT 1-3

10:00 AM – 10:03 AM	Introduction	Skype call
10:04 AM – 10:10 AM	2018-19 Plan Topic: Review plan from previous year to discuss any changes needed	Skype call
10:11 AM – 10:25 AM	2019 -20 Plan Topic - Review new plan <ul style="list-style-type: none">• Review ELL data• Review Decision Trees from schools• Review intervention plan	Skype call
10:26 AM – 10:30 AM	Next steps Topic Open discussion, questions	Skype call

Additional Instruction:

AGENDA/Minutes

Reading Plan Development Meeting

04/25/2019

10:00 AM – 10:30 AM

Meeting called by Patricia Hunt, Skype call

Attendees: Patricia Hunt, District Literacy Coordinator; Nikki Callahan, Director of ESE

Please read: FLVS Reading Plan narrative, Decision Trees 1, 2, 3

10:00 AM – 10:03 AM **Introduction and welcome** Skype call

10:04 AM – 10:08 AM **2018-19 Plan** Skype call

Topic: Review plan from previous year to discuss any changes needed

- Review our meeting from previous year
-

10:09 AM – 10:25 AM **2019 -20 Plan** Skype call

Topic - Review new plan

- Review ESE data
 - Review Decision Trees from schools
 - Review intervention plan created by school teams
 - Discuss multi-sensory interventions
-

10:26 AM – 10:30 AM **Next steps** Skype call

Topic Open discussion, questions

Additional Instruction:

Nikki identified some typos to be corrected prior to submission. Patti will run through Grammarly.

AGENDA/minutes

Reading Plan Development Meeting

03/35/2019

3:30 PM – 4:30 PM

Meeting called by Patricia Hunt, Phone call

Attendees: Patricia Hunt, District Literacy Coordinator; Laura Downes, Director of Professional Learning

Please read: FLVS Reading Plan template

3:30 PM – 3:35 PM

Introduction

Skype call

3:35 PM – 3:50 PM

2018-19 Plan

Skype call

Topic: Review plan from previous year to discuss what elements will continue and what needs to be updated.

3:50 PM – 4:15 PM

2019 -20 Plan

Skype call

Topic Plan for changes that need to be incorporated into new plan –

- Course catalog numbers for reading courses – endorsement & Reading Overview Course
 - Decided to include endorsement codes in plan while we wait for clarification on 40 hour course
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4:15 PM – 4:30 PM

Next steps

Skype call

Topic Open discussion, questions, & plan for review and revisions across teams

Additional Instruction:

Patti will send completed plan to Laura for review and revision suggestions.

2019 – 20 Reading Plan Creation Collaboration

Patricia Hunt – District Literacy Coordinator – Facilitated the creation of the plan, worked with district and school teams to complete the reading plan, liaison with Just Read! Office; met with all of the following people throughout the creation of the plan

Laura Downes – Director of Professional Development – Worked with literacy coordinator to ensure required PD delivery for all literacy trainings, including required dyslexia training for staff

Katie Santana – Director of Instruction FT – Collaborated with literacy coordinator and school principals to ensure compliance of progress monitoring at district and school level, coordinates all communication between Full-time school departments

Alicia Parker – Senior Manager Analysis, Assessment, and Accountability – Worked with literacy coordinator to ensure data is correct

Nikki Callaghan – Director of ESE – Worked with literacy coordinator to ensure compliance and alignment to (SP &P), reviewed document for any errors, omissions and to provide input

Angela Padron – Dist. Literacy Coach for ELL – Worked with literacy coordinator to ensure compliance and alignment to district ELL plan, reviewed for errors, omissions and to provide input

Beth Gagne – FT Operations Administrator – Worked with Director of FT, principals, and literacy coordinator to ensure proper coding of students receiving intervention in FOCUS and data reporting

Sheri Sico – AP FT Elementary – Worked with literacy coordinator and school-based staff to develop DT1

Marc Rummler – FT Elementary Principal – Worked with literacy coordinator to complete narrative portion of plan, met with district principals, director, and literacy coordinator to develop elementary school-based team

Kimberly Cannamela – Literacy Coach FT Elementary – Worked with school-based team to create DT1

Erica Glisson – RtI Specialist/MTSS Elementary – Worked with school-based team to create DT1

Amber Fish – 3rd Grade Lead Teacher - Worked with school-based team to create DT1

Megan Ortiz – 4th/5th Grade Lead Teacher - Worked with school-based team to create DT1

Jessica Smith – FT Middle School Principal - Met with district principals, director, and literacy coordinator to develop middle school-based team

Madeline Chase – AP FT Middle School – Facilitated the creation of DT2 with school-based team

Carlotta Arnold – RtI Specialist/MTSS Middle – Worked with school-based team to create DT2

Marie Vallieres – Literacy Coach FT MS/HS – Worked with school-based teams to create DT2 & DT3

Ken Henson – FT High School - Met with district principals, director, and literacy coordinator to develop high school school-based team

Wil Simpson – AP FT High School - Facilitated the creation of DT3 with school-based team

Amy Adkins – RtI Specialist/MTSS High School – Worked with school-based team to create DT3

Deanna DeFillippo – Intervention teacher HS – Worked with school-based team to create DT3

Cathy Brown – Manger of Budget & Programs – Worked with literacy coordinator and Director of PD to develop literacy budget

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

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

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

The charts must contain the following information:

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

Florida Virtual School 2019-2020
 Identification/Intervention Decision Tree
 DT 1: Elementary

Grade Level: K

If	Then	Programs/Materials/Strategies
Florida Kindergarten Readiness Screener Scale Score of 497-529 (Benchmark)	Provide current instruction with highly qualified teacher including phonemic awareness, phonics, word knowledge, decoding, vocabulary, recall, and recognition, listening and reading comprehension to meet grade level standards. Follow-up with monthly Curricular Based Assessments to measure progress in grade level standards. Tier 1 class size is 35-40 students.	<ul style="list-style-type: none"> ● Core Reading Program ● Curriculum-Based Assessments (CBA) ● Flocabulary ● Nearpod ● Istation ● Reading A-Z
Florida Kindergarten Readiness Screener Scale Score of 438-495 (Intervention)	<p>Provide <i>enhanced</i> instruction with highly qualified teacher including phonemic awareness, phonics, word knowledge, decoding, vocabulary, recall, and recognition, listening and reading comprehension to meet grade level standards.</p> <p>Tier 2 students will receive</p> <ul style="list-style-type: none"> ● Tier 1 - 90-minute reading block ● Tier 2 - an additional 60 minutes of reading instruction weekly, with a maximum group size of 15. Progress monitoring will take place biweekly to measure student growth towards meeting grade-level standards, as prescribed by SST. 	<ul style="list-style-type: none"> ● Core Reading Program ● Small Group Differentiated Instruction ● Additional Live Lessons ● Content-Based Measures (CBM) ● Student Support Team (SST) ● Supplemental Instructional Support Program <ul style="list-style-type: none"> ○ Flocabulary ○ Nearpod ○ Istation ○ Reading A-Z
Florida Kindergarten Readiness Screener Scale Score of 437 and Below (Urgent Intervention)	<p>Provide <i>targeted</i> instruction with highly qualified teacher including phonemic awareness, phonics, word knowledge, decoding, vocabulary, recall, and recognition, listening and reading comprehension to meet grade level standards.</p> <p>Tier 2 students will receive</p> <ul style="list-style-type: none"> ● Tier 1 - 90-minute reading block 	<ul style="list-style-type: none"> ● Core Reading Program ● Intensive Reading Instruction ● Small Group Differentiated Instruction ● 1:1 Explicit Instruction ● Additional Live Lessons ● Supplemental Instructional Support Program <ul style="list-style-type: none"> ○ Flocabulary ○ Nearpod

Florida Virtual School 2019-2020
 Identification/Intervention Decision Tree
 DT 1: Elementary

	<ul style="list-style-type: none"> • Tier 2 - an additional 60 minutes of reading instruction weekly, with a maximum group size of 15. Progress monitoring will take place biweekly to measure student growth towards meeting grade-level standards, as prescribed by SST. <p>Tier 3 students will receive</p> <ul style="list-style-type: none"> • Tier 1 - 90-minute reading block • Tier 2 Services - an additional 60 minutes of reading instruction weekly, with a maximum group size of 15. Progress monitoring will take place biweekly to measure student growth towards meeting grade-level standards, as prescribed by SST. • Tier 3 Services - an additional 20 minutes of reading instruction weekly, with a maximum group size of 4. Progress monitoring will take place biweekly, or as prescribed by the SST, to measure student growth towards meeting grade level standards. • 1:1 explicit instruction with the teacher during tutoring sessions every week for 30 minutes. <p>Tier 1 does not supplant Tier 2, nor does Tier 2 supplant Tier 3, each added support tier are additional minutes the student receives.</p>	<ul style="list-style-type: none"> ○ Istation ○ Reading A-Z • Content-Based Measures (CBM) • Student Support Team
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Grade Level K – 2nd

Florida Virtual School 2019-2020
 Identification/Intervention Decision Tree
 DT 1: Elementary

If	Then	Programs/Materials/Strategies								
<p>Istation Diagnostic Score of Above Level *See Chart below for Istation on-level ranges (above range is considered above level) and/or</p> <p>Dibels Benchmark- see chart below</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Grade Level</th> <th style="text-align: center;">ORF</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">K</td> <td style="text-align: center;">+17</td> </tr> <tr> <td style="text-align: center;">1st</td> <td style="text-align: center;">+64</td> </tr> <tr> <td style="text-align: center;">2nd</td> <td style="text-align: center;">+75</td> </tr> </tbody> </table>	Grade Level	ORF	K	+17	1 st	+64	2nd	+75	<p>Provide current instruction with highly qualified teacher including phonemic awareness, phonics, word knowledge, decoding, vocabulary, recall, and recognition, listening and reading comprehension to meet grade level standards. Follow-up with monthly Curricular Based Assessments to measure progress in grade level standards.</p>	<ul style="list-style-type: none"> ● Core Reading Program ● Curriculum-Based Assessments (CBA) ● Flocabulary ● Nearpod ● Istation ● Reading A-Z ● Dibels
Grade Level	ORF									
K	+17									
1 st	+64									
2nd	+75									
<p>Istation Diagnostic Score of On Level *See Chart below for Istation on-level range and/or</p> <p>Dibels Benchmark- see chart below</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Grade Level</th> <th style="text-align: center;">ORF</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1st</td> <td style="text-align: center;">+17</td> </tr> <tr> <td style="text-align: center;">2nd</td> <td style="text-align: center;">+64</td> </tr> </tbody> </table>	Grade Level	ORF	1 st	+17	2nd	+64	<p>Provide <i>enhanced</i> instruction with highly qualified teacher including phonemic awareness, phonics, word knowledge, decoding, vocabulary, recall, and recognition, listening and reading comprehension to meet grade level standards.</p>	<ul style="list-style-type: none"> ● Core Reading Program ● Small Group Differentiated Instruction ● Additional Live Lessons ● Content-Based Measures (CBM) ● Supplemental Instructional Support Programs <ul style="list-style-type: none"> ○ Six-Minute Solutions ○ Flocabulary ○ Nearpod ○ Istation ○ Reading A-Z ● Student Support Team (SST) ● Dibels 		
Grade Level	ORF									
1 st	+17									
2nd	+64									

Florida Virtual School 2019-2020
 Identification/Intervention Decision Tree
 DT 1: Elementary

<p>Istation Diagnostic Score of</p> <p>Below Level - Tier 2</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Grade Level</th> <th style="text-align: center;">Below Level</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">K</td> <td style="text-align: center;">171-180</td> </tr> <tr> <td style="text-align: center;">1st</td> <td style="text-align: center;">192-201</td> </tr> <tr> <td style="text-align: center;">2nd</td> <td style="text-align: center;">210-219</td> </tr> </tbody> </table> <p>Substantially Below - Tier 2/3</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Grade Level</th> <th style="text-align: center;">Substantially Below</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">K</td> <td style="text-align: center;"><171</td> </tr> <tr> <td style="text-align: center;">1st</td> <td style="text-align: center;"><192</td> </tr> <tr> <td style="text-align: center;">2nd</td> <td style="text-align: center;"><210</td> </tr> </tbody> </table> <p>Dibels Benchmark-see chart below</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Grade Level</th> <th style="text-align: center;">Below ORF</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1st</td> <td style="text-align: center;">8-16</td> </tr> <tr> <td style="text-align: center;">2nd</td> <td style="text-align: center;">52-63</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Grade Level</th> <th style="text-align: center;">Substantially below ORF</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1st</td> <td style="text-align: center;">0-7</td> </tr> <tr> <td style="text-align: center;">2nd</td> <td style="text-align: center;">0-51</td> </tr> </tbody> </table>	Grade Level	Below Level	K	171-180	1 st	192-201	2nd	210-219	Grade Level	Substantially Below	K	<171	1 st	<192	2nd	<210	Grade Level	Below ORF	1 st	8-16	2nd	52-63	Grade Level	Substantially below ORF	1 st	0-7	2nd	0-51	<p>Provide <i>targeted</i> instruction with highly qualified teacher including phonemic awareness, phonics, word knowledge, decoding, vocabulary, recall, and recognition, listening and reading comprehension to meet grade level standards.</p> <p>Tier 2 students will receive</p> <ul style="list-style-type: none"> • Tier 1 - 90-minute reading block • Tier 2 - an additional 60 minutes of reading instruction weekly, with a maximum group size of 15. Progress monitoring will take place biweekly to measure student growth towards meeting grade-level standards, as prescribed by SST. Tier 2 services will be provided to students that are below or substantially below grade level (see chart). <p>Tier 3 students will receive</p> <ul style="list-style-type: none"> • Tier 1 - 90-minute reading block • Tier 2 Services - an additional 60 minutes of reading instruction weekly, with a maximum group size of 15. Progress monitoring will take place biweekly to measure student growth towards meeting grade-level standards, as prescribed by SST. Students that have 3 data points below the trend line of 70% will be placed into Tier 3. • Tier 3 Services - an additional 20 minutes of reading instruction weekly, with a maximum group size of 4. Progress monitoring will take place biweekly, or as prescribed by the SST, to measure student 	<ul style="list-style-type: none"> • Core Reading Program • Intensive Reading Instruction • Small Group Differentiated Instruction • 1:1 Explicit Instruction • Additional Live Lessons • Supplemental Instructional Support Programs <ul style="list-style-type: none"> ○ Six-Minute Solutions ○ Flocabulary ○ Nearpod ○ Istation ○ Reading A-Z ○ Words Their Way • Content-Based Measures (CBM) • Student Support Team • Dibels • Making Sense of Phonics • Multisensory Interventions – Tier 2/3 <ul style="list-style-type: none"> ○ Word Sorts ○ Graphic organizers ○ Touchscreen capabilities – text highlighters, drawing tools ○ Moveable objects (ie. Sequencing) ○ Videos ○ Music ○ Video w/ transcripts ○ Audiobooks ○ Shared reading ○ Games ○ Labels
Grade Level	Below Level																													
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Florida Virtual School 2019-2020
 Identification/Intervention Decision Tree
 DT 1: Elementary

	<p>growth towards meeting grade level standards. Tier 3 supports will be provided to students that are substantially below level (see chart).</p> <ul style="list-style-type: none"> • 1:1 explicit instruction with the teacher during tutoring sessions every week for 30 minutes. <p>Tier 1 does not supplant Tier 2, nor does Tier 2 supplant Tier 3, each added support tier are additional minutes the student receives.</p>	
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Grade Level: Third-Fifth

If	Then	Programs/Materials/Strategies												
<p style="text-align: center;">Above Level i-Ready Diagnostic Score – See chart below</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;">Grade Level</th> <th style="text-align: center;">Above Level</th> </tr> <tr> <td style="text-align: center;">3rd</td> <td style="text-align: center;">>544</td> </tr> <tr> <td style="text-align: center;">4th</td> <td style="text-align: center;">>578</td> </tr> <tr> <td style="text-align: center;">5th</td> <td style="text-align: center;">>608</td> </tr> </table> <p style="text-align: center;">and/or 4th and 5th grade FSA ELA score of 4 or 5</p> <p>Dibels Benchmark - See chart below</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;">Grade Level</th> <th style="text-align: center;">Above ORF</th> </tr> <tr> <td style="text-align: center;">3rd</td> <td style="text-align: center;">110 +</td> </tr> </table>	Grade Level	Above Level	3rd	>544	4 th	>578	5 th	>608	Grade Level	Above ORF	3rd	110 +	<p>Provide <i>enriched</i> levels of instruction that provide in-depth analysis of reasoning skills, vocabulary, and reading comprehension. Follow-up with monthly Curricular Based Assessments to measure progress in an enhanced level of instruction as well as touchpoint benchmark assessments and i-Ready diagnostics.</p>	<ul style="list-style-type: none"> ● Core Reading Model ● Curriculum-Based Assessments (CBA) ● Flocabulary ● Nearpod ● Small Group Enhanced Reading Instruction ● Dibels ● i-Ready ● i-Ready Teacher Toolkit
Grade Level	Above Level													
3rd	>544													
4 th	>578													
5 th	>608													
Grade Level	Above ORF													
3rd	110 +													

Florida Virtual School 2019-2020
 Identification/Intervention Decision Tree
 DT 1: Elementary

<table border="1"> <tr> <td>4th</td> <td>114+</td> </tr> <tr> <td>5th</td> <td>123 +</td> </tr> </table>	4th	114+	5th	123 +														
4th	114+																	
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<p style="text-align: center;">On Level i-Ready Diagnostic Score - See chart below</p> <table border="1"> <thead> <tr> <th>Grade Level</th> <th>On Level</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>508-544</td> </tr> <tr> <td>4th</td> <td>531-578</td> </tr> <tr> <td>5th</td> <td>558-608</td> </tr> </tbody> </table> <p style="text-align: center;">And/or 4th and 5th grade FSA ELA score of 3</p> <p>Dibels Benchmark - See chart below</p> <table border="1"> <thead> <tr> <th>Grade Level</th> <th>On Level ORF</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>75 +</td> </tr> <tr> <td>4th</td> <td>110 +</td> </tr> <tr> <td>5th</td> <td>114 +</td> </tr> </tbody> </table>	Grade Level	On Level	3 rd	508-544	4 th	531-578	5 th	558-608	Grade Level	On Level ORF	3rd	75 +	4th	110 +	5th	114 +	<p>Provide <i>current</i> levels of instruction that follow a developmental reading continuum including instruction high-level reasoning skills, vocabulary, and reading comprehension required to meet grade level standards. Follow-up with monthly Curricular Based Assessments to measure progress in grade level standards as well as touchpoint benchmark assessments and i-Ready diagnostics.</p>	<ul style="list-style-type: none"> ● Core Reading Model ● Additional Live Lessons ● Curriculum-Based Assessments (CBA) ● Supplemental Instructional Support Programs <ul style="list-style-type: none"> ○ i-Ready ○ Six Minute Solutions ○ Flocabulary ○ Nearpod ● Dibels ● i-Ready Teacher Toolkit
Grade Level	On Level																	
3 rd	508-544																	
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3rd	75 +																	
4th	110 +																	
5th	114 +																	
<p>Below Level – FSA Level 2 – Grades 4, 5</p> <p>i-Ready Diagnostic Score - See chart below</p> <p>Below Level – Tier 2</p>	<p>Provide <i>targeted</i> instruction with highly qualified teacher including phonemic awareness, phonics, word knowledge, decoding, vocabulary, recall, recognition, listening, and reading comprehension to meet grade level standards.</p> <p>Tier 2 students will receive</p>	<ul style="list-style-type: none"> ● Core Reading Program ● Small Group Differentiated Instruction ● 1:1 Explicit Instruction ● Additional Live Lessons ● Supplemental Instructional Support Programs 																

Florida Virtual School 2019-2020
 Identification/Intervention Decision Tree
 DT 1: Elementary

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Grade Level	Below Level																									
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4th	97-109																									
5th	106-113																									

Florida Virtual School 2019-2020
 Identification/Intervention Decision Tree
 DT 1: Elementary

Grade Level	Substantially below ORF	Tier 1 does not supplant Tier 2, nor does Tier 2 supplant Tier 3, each added support tier are additional minutes the student receives.
3rd	0-60	
4th	0-96	
5th	0-105	

Istation On-Grade Level Chart

Grade Level	Below	On	Above
K	<180	180-201	>201
1 st	<192	192-219	>219
2nd	<210	210-234	>234

i-Ready On-Grade Level Chart

Third Grade	1 st Quarter	514-544
	2 nd Quarter	N/A
	3 rd Quarter	545-560
	4 th Quarter	
Fourth Grade	1 st Quarter	557-578
	2 nd Quarter	N/A
	3 rd Quarter	579-602
	4 th Quarter	
Fifth Grade	1 st Quarter	581-608
	2 nd Quarter	N/A
	3 rd Quarter	609-629
	4 th Quarter	

Florida Virtual School 2019-2020
 Identification/Intervention Decision Tree
 DT 1: Elementary

Dibels On-Grade Level Chart - ORF

First Grade	Beginning	17 +
	Middle	26 +
	End	55 +
Second Grade	Beginning	64+
	Middle	82+
	End	108+
Third Grade	Beginning	75+
	Middle	103+
	End	114+
Fourth Grade	Beginning	110+
	Middle	124+
	End	134+
Fifth Grade	Beginning	114+
	Middle	119+
	End	131+

Florida Virtual School 2019-2020
 Identification/Intervention Decision Tree
 DT 1: Elementary

Materials/Activities Chart		
Grades K-5		
Phonological Awareness	Programs/Materials	Activities
	Istation iReady Live Lessons Core Curriculum Nearpod	<ul style="list-style-type: none"> ● Using the listed programs, the school Student Success Team will prescribe a specific instructional plan for each student to address the specific student needs. Some examples include: <ul style="list-style-type: none"> ○ Additional Live Lessons ○ Small group interventions ○ FCRR Reading Activities ○ CPALMS Reading Activities ○ Brain-Based Strategies ○ Literacy Across Content Areas ○ Multisensory Interventions <ul style="list-style-type: none"> ▪ Moveable tiles/objects ▪ Tracing ▪ Videos ▪ Music ▪ Student recording capability ▪ Games ▪ Hand gestures ▪ Total physical response ▪ Blackboard Collaborate Whiteboard Tools ▪ Various Multimedia
Phonics	Istation iReady Live Lessons Core Curriculum Nearpod Words Their Way Making Sense of Phonics FCRR	<ul style="list-style-type: none"> ● Using the listed programs, the school Student Success Team will prescribe a specific instructional plan for each student to address the specific student needs. Some examples include: <ul style="list-style-type: none"> ○ Additional Live Lessons ○ Small group interventions ○ FCRR Reading Activities ○ CPALMS Reading Activities ○ Brain-Based Strategies ○ Literacy Across Content Areas ○ Multisensory Interventions <ul style="list-style-type: none"> ▪ Moveable tiles/objects ▪ Tracing

Florida Virtual School 2019-2020
 Identification/Intervention Decision Tree
 DT 1: Elementary

		<ul style="list-style-type: none"> ▪ Various Multimedia ▪ Music ▪ Student Recording Capability ▪ Games ▪ Hand gestures ▪ Decodable books ▪ Labels ▪ Total physical response ▪ Blackboard Collaborate Whiteboard Tools
Fluency	<p>Live Lessons Core Curriculum Nearpod Six Minute Solution Dibels</p>	<ul style="list-style-type: none"> ● Using the listed programs, the school Student Success Team will prescribe a specific instructional plan for each student to address the specific student needs. Some examples include: <ul style="list-style-type: none"> ○ Additional Live Lessons ○ Small group interventions ○ FCRR Reading Activities ○ CPALMS Reading Activities ○ Text Talk ○ Brain-Based Strategies ○ Literacy Across Content Areas ○ Multisensory Interventions <ul style="list-style-type: none"> ▪ Reader's Theater ▪ Student recording capability ▪ Audiobooks ▪ Choral reading
Vocabulary	<p>Istation iReady Live Lessons Core Curriculum Flocabulary Nearpod</p>	<ul style="list-style-type: none"> ● Using the listed programs, the school Student Success Team will prescribe a specific instructional plan for each student to address the specific student needs. Some examples include: <ul style="list-style-type: none"> ○ Additional Live Lessons ○ Small group interventions ○ FCRR Reading Activities ○ CPALMS Reading Activities ○ Question-Answer Relationship ○ Text-Dependent Questioning, Probing, & Examination (Close Reading) ○ Text Talk ○ Brain-Based Strategies ○ Literacy Across Content Areas ○ Multisensory Interventions

Florida Virtual School 2019-2020
 Identification/Intervention Decision Tree
 DT 1: Elementary

		<ul style="list-style-type: none"> ▪ Word Sorts ▪ Graphic organizers (ie. Semantic Mapping) ▪ Touchscreen capabilities – text highlighters, drawing tools ▪ Moveable objects (ie. Word building) ▪ Videos ▪ Music ▪ Shared reading ▪ Games ▪ Word Walls/Labels
<p>Comprehension</p>	<p>Istation iReady Live Lessons Core Curriculum Nearpod</p>	<ul style="list-style-type: none"> • Using the listed programs, school response to intervention team will prescribe a specific instructional plan for each student to address the specific needs. Some examples include: <ul style="list-style-type: none"> ○ Additional Live Lessons ○ Small group interventions ○ FCRR Reading Activities ○ CPALMS Reading Activities ○ Question-Answer Relationship ○ Text-Dependent Questioning, Probing, & Examination (Close Reading) ○ Text Talk ○ Brain-Based Strategies ○ Marzano High Yield Strategies ○ Literacy Across Content Areas ○ Multisensory Interventions <ul style="list-style-type: none"> ▪ Word Sorts ▪ Graphic organizers ▪ Touchscreen capabilities – text highlighters, drawing tools ▪ Moveable objects (ie. Sequencing) ▪ Videos ▪ Music ▪ Video w/ transcripts ▪ Audiobooks ▪ Shared reading ▪ Games ▪ Labels

2019-2020 FLVS FT 6-8 Reading Plan Decision Tree

If	Then	Programs/Materials/Strategies
FT MS Student Placement		
<p>Student has no assessment scores when enrolled into FLVS FT MS</p>	<p>Student will take the iReady diagnostic assessment to determine appropriate placement. See scale scores below:</p> <p>Green Zone- Score at or above for</p> <ul style="list-style-type: none"> • Grade 6: 598 • Grade 7: 609 • Grade 8: 620 <p>Student is placed into appropriate grade ELA course.</p> <p>Yellow Zone-Score is at or between range of</p> <ul style="list-style-type: none"> • Grade 6: 542-597 • Grade 7: 566-608 • Grade 8: 583-619 <p>Student is placed in the MJ Intensive Reading course and will be referred to the intervention team to determine appropriate tier 2 supports. Student is also placed into appropriate grade ELA course.</p> <p>Red Zone-Score is at or below</p> <ul style="list-style-type: none"> • Grade 6: 541 • Grade 7: 565 • Grade 8: 582 <p>Student is placed in the MJ Intensive Reading course and are referred to the intervention team for appropriate tier 2 or tier 3 supports. Student is also placed into appropriate grade ELA course.</p>	<ul style="list-style-type: none"> • iReady

<p>Student scores Level 3 or above on recent FSA ELA</p>	<p>Student is placed into English I or a grade level MJ Language Arts class with appropriate levels of instruction that provide in-depth analysis of reasoning skills, vocabulary, and reading comprehension. English I or grade level MJ Language Arts teacher will monitor student's progress with course assessments.</p>	<ul style="list-style-type: none"> • Core Curriculum • Live lessons • Module assessments and exams • Discussion Based Assessments • Enriched/stretch text selections • Participation in school wide vocabulary initiative • Content area literacy strategies • Re-Teach (Shark's Skills) which provides the immediate reteaching of the essential standard in the ELA & Intensive Reading courses as well as an enrichment piece for students who were successful with the essential standard. A different certified teacher other than the initial general education teacher who was teaching the ELA lesson will provide the immediate reteach session • Sharks' WIN sessions. • Virtual Media Center • Reading A-Z • School-wide professional development on literacy strategies (such as see-think-wonder, one comment/one question, and more)
<p>Student scores Level 1 or 2 on recent FSA ELA</p>	<p>Student is placed in the MJ Intensive Reading course and will take the iReady diagnostic assessment to determine necessary levels of support.</p> <p>Green Zone- Score at or above for</p> <ul style="list-style-type: none"> • Grade 6: 598 • Grade 7: 609 	<ul style="list-style-type: none"> • FSA • iReady • Live Lessons • Discussion Based Assessments • Supplemental Programs and Resources: Newsela, Read Works, Read Theory, Achieve the Core,

	<ul style="list-style-type: none"> • Grade 8: 620 <p>Student is placed in appropriate grade level MJ Language Arts course. Student is also placed in the MJ Intensive Reading course and will receive instruction based on any skill gaps as identified by the iReady diagnostic assessment.</p> <p>Yellow Zone-Score is at or between range of</p> <ul style="list-style-type: none"> • Grade 6: 542-597 • Grade 7: 566-608 • Grade 8: 583-619 <p>Student is placed in appropriate grade level MJ Language Arts course. Student is also placed in the MJ Intensive Reading course and will be referred to the intervention team to determine appropriate tier 2 supports.</p> <p>Red Zone-Score is at or below</p> <ul style="list-style-type: none"> • Grade 6: 541 • Grade 7: 565 • Grade 8: 582 <p>Student is placed in appropriate grade level MJ Language Arts course. Student is also placed in the MJ Intensive Reading course and is referred to the intervention team for appropriate tier 2 or tier 3 supports.</p>	<p>CPALMS, readwritethink.org, fsassessments.org</p> <ul style="list-style-type: none"> • The Six-Minute Solution (fluency) • San Diego Quick Assessment (word recognition) • Research Based Literacy Strategies Targeting the Following: <ul style="list-style-type: none"> ○ <u>Decoding</u>- multisyllabic words containing both closed and open syllables by using vowels and affixes, direct instruction and modeling, morphology instruction, syllable & vowel pattern instruction & guided practice, Sounds Like / Looks Like Word Association ○ <u>Comprehension</u>- Chunking the Text, previewing vocabulary, summarizing and noting the text, Say, Mean, Matter strategy, Think-Pair-Share, Text Connections, SWBS, Retelling, Predicting, Thinking Notes, Graphic organizers, Signposts for Literary Text and Non-fiction ○ <u>Vocabulary Development</u>- morphemic analysis (root/prefix/suffix activities), direct instruction of academic and technical vocab, context clues, word walls, word sorts, visual vocabulary, synonyms/antonyms, Word Sorts, KWLs, Word Clouds,
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		Vocab Prediction Strategy, Context Clues, Visuals, Graphic organizers, Word Maps
Progress Monitoring		
A student in the green zone that is placed into the appropriate grade level MJ Language Arts course	Student will be progress monitored by the classroom teachers as well as the homeroom teacher (at least once a month)	<ul style="list-style-type: none"> • DBAs • Assessments submitted in Educator • Formative assessments completed during live lessons will also provide teachers with data if the students are grasping the concept • Reteach and enrichment during the live lessons in the MJ Language Arts courses at least once per week • Monthly communication between homeroom teacher, student, and parent/guardian
A student in the yellow zone that is placed into the appropriate grade level MJ Language Arts course and the MJ Intensive Reading course is progress monitored 3 times per year (fall, winter, and spring) using the iReady diagnostic assessment. The student is also progress monitored on a monthly basis using the Growth Monitoring assessment in iReady	<p>Student will be progress monitored by the classroom teachers as well as the homeroom teacher (at least once a month)</p> <p>Differentiated instruction based on the student's skill level/and or profile level within iReady will be addressed by a highly-qualified Reading teacher during class time (6-25 students for 2-30-minute sessions per week)</p>	<ul style="list-style-type: none"> • iReady • iReady teacher toolboxes • Assistive technology applications (programs for tracking words, reading text aloud, etc.) • Live lessons • Conduct data chats with student and family, led by highly qualified reading teacher to discuss strengths and weaknesses as identified through diagnostic. • Multisensory Instruction, including:

		<ul style="list-style-type: none"> ○ <u>Auditory</u>: Reader’s Theater; Read aloud; Echo Reading ○ <u>Visual</u>: Frayer model with mnemonic image; Visual Scavenger hunt: Pasting a picture to make a connection or find an example; Video on topic/story; Visible Thinking Routines/Harvard Project Zero-See, Think, Wonder; Color-Symbol-Image; Tracker (Using Blackboard Square tool to create tracker) ○ <u>Tactile</u>: Moveable tiles in Blackboard – Word Sorting; Sequencing on a spectrum (on whiteboard) for chronological events or plot structure; Foldables; Underlining/highlighting important information ○ <u>Writing/Thinking</u>: Quick writes, Exit notes, One Comment/One Question, Visible Thinking ○ Routines/ Harvard’s Project Zero-Think-Pair-Share; See, Think, Wonder; Color-Symbol-Image; Comprehension Monitoring, Metacognitive Markers; Say, Mean, Matter • Research Based Literacy Strategies Targeting the Following: <ul style="list-style-type: none"> ○ <u>Decoding</u>- multisyllabic words containing both closed and open syllables by using vowels and
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		<p>affixes, direct instruction and modeling, morphology instruction, syllable & vowel pattern instruction & guided practice, Sounds Like / Looks Like Word Association</p> <ul style="list-style-type: none"> ○ <u>Comprehension</u>- Chunking the Text, previewing vocabulary, summarizing and noting the text, Say, Mean, Matter strategy, Think-Pair-Share, Text Connections, SWBS, Retelling, Predicting, Thinking Notes, Graphic organizers, Signposts for Literary Text and Non-fiction ○ <u>Vocabulary Development</u>- morphemic analysis (root/prefix/suffix activities), direct instruction of academic and technical vocab, context clues, word walls, word sorts, visual vocabulary, synonyms/antonyms, Word Sorts, KWLs, Word Clouds, Vocab Prediction Strategy, Context Clues, Visuals, Graphic organizers, Word Maps
<p>A student in the red zone that is placed into the appropriate grade level MJ Language Arts course and the MJ Intensive Reading course is progress monitored 3 times per year (fall, winter, and spring) using the iReady diagnostic assessment. The student is also</p>	<p>Student will be progress monitored by the classroom teachers as well as the homeroom teacher (at least once a month)</p> <p>Differentiated instruction based on the student's skill level/and or profile level within iReady will</p>	<ul style="list-style-type: none"> • Live RTI sessions • Data review meetings with student and family at the end of each phase facilitated by the RTI Specialist • Attendance records of RTI sessions • iReady • iReady teacher toolbox

<p>progress monitored on a monthly basis using the Growth Monitoring assessment in iReady. If the student receives small group and/or 1:1 intervention from a Reading Intervention Teacher, they will receive additional progress monitoring on a bi-weekly basis during RTI sessions</p>	<p>be addressed by a highly-qualified Reading Teacher. The student will also be placed in a small group (2-5 students) or 1:1 session for a minimum of 2, 15-30-minute sessions per week with a Reading Intervention Teacher.</p>	<ul style="list-style-type: none"> • Assistive technology applications (programs for tracking words, reading text aloud, etc.) • Multisensory Instruction • Decoding Strategies <ul style="list-style-type: none"> ○ Chunk the Word ○ Take It Letter By Letter and Sound it out slowly and continue to read and reread to make sense of the unknown word ○ Utilize prefixes, suffixes and roots ○ Through direct instruction and modeling, focus on decoding multisyllabic words containing both closed and open syllables by using vowels and affixes ○ Syllable & vowel pattern instruction & guided practice • Comprehension Strategies <ul style="list-style-type: none"> ○ Activate Prior Knowledge, Anticipation Guides, KWL, Knowledge Rating ○ Chunk Text into manageable pieces ○ Questioning, Say Something / Ask Something Strategy ○ Summarizing – SWBS – SUM It Up Strategy ○ Comprehension Monitoring ○ Inferencing / Drawing Conclusions – It Says I Say and So ○ Graphically organizing Main Ideas / Details
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		<ul style="list-style-type: none"> • Fluency <ul style="list-style-type: none"> ○ Paired reading ○ Read Aloud ○ Think Aloud ○ Pattern words ○ Repeated reading
A student is enrolled only for semester two and placed in the MJ Intensive Reading course	The student will only take the winter and spring diagnostic in iReady.	
Interventions and Support		
If a student who is in the yellow or red is not demonstrating success or growth with the above interventions in the MJ Intensive Reading Course and the strategies provided by highly-qualified teachers	The student is assigned to a Reading Intervention Teacher who will work within a small group (2 to 5 students) or 1:1 with the student to focus on the student's specific areas of need for a minimum of 2, 15-30-minute sessions per week	<ul style="list-style-type: none"> • Live RTI sessions • Data review meetings with student and family at the end of each phase facilitated by the RTI Specialist • iReady • iReady teacher toolbox • Assistive technology applications (programs for tracking words, reading text aloud, etc.) • Multisensory Instruction • Decoding Strategies <ul style="list-style-type: none"> ○ Chunk the Word ○ Take It Letter By Letter and Sound it out slowly and continue to read and reread to make sense of the unknown word ○ Utilize prefixes, suffixes and roots ○ Through direct instruction and modeling, focus on decoding multisyllabic words containing both closed and open syllables by using vowels and affixes

		<ul style="list-style-type: none"> ○ Syllable & vowel pattern instruction & guided practice • Comprehension Strategies <ul style="list-style-type: none"> ○ Activate Prior Knowledge, Anticipation Guides, KWL, Knowledge Rating ○ Chunk Text into manageable pieces ○ Questioning, Say Something / Ask Something Strategy ○ Summarizing – SWBS – SUM It Up Strategy ○ Comprehension Monitoring ○ Inferencing / Drawing Conclusions – It Says I Say and So ○ Graphically organizing Main Ideas / Details • Fluency <ul style="list-style-type: none"> ○ Paired reading ○ Read Aloud ○ Think Aloud ○ Pattern words ○ Repeated reading
<p>A student who is not demonstrating success or growth to the above interventions with the Reading Intervention Teacher in a small-group or 1:1 setting</p>	<p>The student is referred to the Student Support Team (SST) led by our RtI Specialist, where further instructional decisions detailed in the next column will be made on a case-by-case basis</p>	<ul style="list-style-type: none"> • Student Support Team (SST) including: <ul style="list-style-type: none"> ○ Administration ○ RTI Specialist ○ School Psychologists ○ Social Worker ○ General Education Teachers ○ ESE Managers ○ 504 Coordinators

		<ul style="list-style-type: none"> ○ Additional teachers, parents, and student (as determined by team) <p>*Students who do not respond to the specific reading interventions will be provided with (1) extended time for access to online content and intervention computer assisted programs, (2) Florida Higher Standards student performance tasks created by the Reading and Language Arts teams in collaboration with the literacy coach, (3) student performance tasks linked to the Florida Standards, (4) attendance monitored small group and/or 1:1 intensive intervention tutoring, (5) additional assigned skill based interventions designed to address individual skill deficiencies, (6) teacher monitored and adjusted interventions based on progress monitoring tools and CBM's, (7) additional administrator monitoring and review of fidelity of literacy based live lessons, (8) additional support from administrative team, literacy coach, model and/or lead teacher(s), and the district literacy team, (9) offerings of targeted literacy based professional development and instructional trainings</p>
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Florida Virtual School 2019-2020
 Identification/Intervention Decision Tree
 DT 3: High School

Grade Level: Ninth – Twelfth

If	Then	Programs/Materials/Strategies
Student has no assessment scores when enrolled into FLVS FT.	The Scantron Diagnostic assessment is given to determine appropriate placement.	<ul style="list-style-type: none"> • Scantron Diagnostic Assessment
9-10 th grade FSA ELA score of 4 or 5 OR A score <i>over</i> grade level on the Scantron Diagnostic Assessment	Students are placed into a grade level English Language Arts class with <i>enriched</i> levels of instruction that provide in-depth analysis of reasoning skills, vocabulary, and reading comprehension. Follow-up with monthly course assessments to measure progress in enhanced level of instruction.	<ul style="list-style-type: none"> • Core Curriculum • Enriched/stretch text selections • Flocabulary • Content area literacy strategies • Monthly school-wide professional development on content area literacy strategies.
9 th – 10 th grade FSA ELA score of 3 OR A score <i>on grade level</i> on the Scantron Diagnostic Assessment	Students are placed into a grade level English Language Arts with <i>current</i> levels of instruction that follow a developmental reading continuum including instruction high-level reasoning skills, vocabulary, and reading comprehension required to meet grade level standards. Follow-up with monthly course assessments to measure progress in grade level standards.	<ul style="list-style-type: none"> • Core Curriculum • Wide reading text selections • Flocabulary • Content area literacy strategies • Monthly school-wide professional development on content area literacy strategies.
9 th – 10 th grade FSA ELA score of level 1 or 2 OR A score of <i>one or more grade levels below</i> on the Scantron Diagnostic Assessment	Students are placed into a Tier 2 English Language Arts class with <i>targeted</i> levels of instruction that follow a developmental reading continuum including instruction in high-level reasoning skills, vocabulary, and reading comprehension required to meet grade level standards. (Students who are more than 2 grade levels below on Scantron are offered intervention services where they will be	<ul style="list-style-type: none"> • Core Curriculum • Wide reading text selections • Flocabulary • Scantron Performance Series

Florida Virtual School 2019-2020
 Identification/Intervention Decision Tree
 DT 3: High School

	<p>administered the ORF assessment to determine decoding support needs.) *See levels below</p> <p>Students who are more than 2 grade levels below are also offered intervention services with the reading intervention teacher. The intervention teachers use the Student Profile and Learning Objectives sheet determine what standards the students need to be taught to remediate skill gap areas.</p> <p>The Tier 2 English teachers use the Scantron data as a basis to determine the overall missing objectives for their current group of students and ensure those objectives are targeted through live lessons. Tier 2 receives an additional 30 minutes of offered time. (Either through push-in or small group intervention 1 time a week) Students are progress monitored weekly.</p> <p>Tier 3 interventions are a small group of 5 or less students. Depending on what is discovered in the ORF, the student will receive specific targeted instruction on those needed literacy skills in addition to what is determined to be the most needed standards via Scantron. Tier 3 students are offered an additional 30 minutes in addition to Tier 2. Students are progress monitored weekly.</p>	<ul style="list-style-type: none"> • Monthly school wide professional development on content area literacy strategies. • Shmoop Schools online program. • Intervention support teachers • ORF • San Diego Quick Assessment (as needed) • Assistive technology applications (programs for tracking words, reading text aloud, etc.) • Research based literacy strategies for the following areas: comprehension, vocabulary, decoding, and fluency. • Multisensory Instruction <ul style="list-style-type: none"> ○ Auditory: <ul style="list-style-type: none"> ▪ Reader’s Theater ▪ Read alouds ▪ Echo Reading ▪ Literature Circles ○ Visual: <ul style="list-style-type: none"> ▪ Frayer model with mnemonic image
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Florida Virtual School 2019-2020
 Identification/Intervention Decision Tree
 DT 3: High School

		<ul style="list-style-type: none"> ▪ Visual Scavenger hunt: Pasting a picture to make a connection or find an example ▪ Video on topic/story ▪ Visible Thinking Routines/Harvard Project Zero-See, Think, Wonder; Color-Symbol-Image ▪ Tracker (Using Blackboard Square tool to create tracker) ○ Tactile: <ul style="list-style-type: none"> ▪ Moveable tiles in Blackboard such as – Word Sorting ▪ Sequencing on a spectrum (on whiteboard) of chronological events or plot structure ▪ Kahoot game ▪ Foldables ▪ Underlining/highlighting important information ○ Writing/Thinking: <ul style="list-style-type: none"> ▪ Quick write ▪ Exit notes ▪ One Comment/One Question ▪ Visible Thinking Routines/ Harvard’s Project Zero-Think-Pair-Share; See, Think, Wonder; Color-Symbol-Image
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Florida Virtual School 2019-2020
 Identification/Intervention Decision Tree
 DT 3: High School

		<ul style="list-style-type: none"> ▪ Comprehension Monitoring, Metacognitive Markers; Say, Mean, Matter

Fluency Scores for Decoding: Students who receive reading intervention will be given the ORF to determine fluency needs. If needs are found, they will be targeted during Intervention Reading as determined by FORF/Scantron/Intervention placement.

Green Zone- Fluency score at or above 127 WRPM, student does not receive decoding intervention support.

Yellow Zone-Fluency score is at or between range of 104-126 WRPM, student is already placed in a Tier 2 English Language Arts with Reading Emphasis course and offered small group intervention services to target decoding concerns.

Red Zone-Fluency score is at or below 103 WRPM, student is already place in a Tier 2 English Language Arts with Reading Emphasis course and offered 1-1 intervention services to target decoding concerns.

Materials/Activities Chart Grades 9-12		
Phonological Awareness/Phonics	Programs/Materials	Activities <ul style="list-style-type: none"> • Using the listed programs, the school Student Success Team will prescribe a specific instructional plan for each student to address the specific student needs. Some examples include: <ul style="list-style-type: none"> ○ Additional Live Lessons ○ FCRR Reading Activities ○ CPALMS Reading Activities ○ Brain Based Strategies ○ Literacy Across Content Areas ○ Multisensory Instruction (See above)
	Live Lessons Core Curriculum Small group interventions	

Florida Virtual School 2019-2020
 Identification/Intervention Decision Tree
 DT 3: High School

Fluency	<p>Live Lessons Core Curriculum Small group interventions</p>	<ul style="list-style-type: none"> • Using the listed programs, the school Student Success Team will prescribe a specific instructional plan for each student to address the specific student needs. Some examples include: <ul style="list-style-type: none"> ○ Additional Live Lessons ○ FCRR Reading Activities ○ CPALMS Reading Activities ○ Text Talk ○ Brain Based Strategies ○ Literacy Across Content Areas ○ Reader’s Theater ○ Scantron Suggested Objectives Lessons ○ Echo reading ○ Assistive Technology (tracking words) ○ Multisensory Instruction (See above)
Vocabulary	<p>Live Lessons Core Curriculum Flocabulary</p>	<ul style="list-style-type: none"> • Using the listed programs, the school Student Success Team will prescribe a specific instructional plan for each student to address the specific student needs. Some examples include: <ul style="list-style-type: none"> ○ Additional Live Lessons ○ Small group interventions ○ FCRR Reading Activities ○ CPALMS Reading Activities ○ Close Analytic Reading of Complex Text ○ Text Dependent Questioning, Probing, & Examination (Close Reading) ○ Extensive Text Evident Writing ○ Brain Based Strategies ○ Literacy Across Content Areas ○ Academic Word Study ○ Multisensory Instruction (See above)

Florida Virtual School 2019-2020
 Identification/Intervention Decision Tree
 DT 3: High School

Comprehension	Live Lessons Core Curriculum	<ul style="list-style-type: none"> • Using the listed programs, the RtI team will prescribe a specific instructional plan for each student to address the specific needs. Some examples include: <ul style="list-style-type: none"> ○ Additional Live Lessons ○ Small group interventions ○ FCRR Reading Activities ○ CPALMS Reading Activities ○ Close Analytic Reading of Complex Text ○ Text Dependent Questioning, Probing, & Examination (Close Reading) ○ Extensive Text Evident Writing ○ Brain Based Strategies ○ Marzano High Yield Strategies ○ Literacy Across Content Areas ○ Assistive Technology ○ Multisensory Instruction (See above)
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***Students who do not respond to the specific reading interventions will be provided with** (1) extended time for access to online content and intervention computer assisted programs, (2) Florida Higher Standards student performance tasks created by the Reading and Language Arts teams in collaboration with the literacy coach, (3) student performance tasks linked to the Florida Standards, (4) attendance monitored small group and one-on-one intensive intervention tutoring, (5) additional assigned skill based interventions designed to address individual skill deficiencies, (6) teacher monitored and adjusted interventions based on progress monitoring tools and CBM's, (7) additional administrator monitoring and review of fidelity of literacy based live lessons, (8) additional support from administrative team, literacy coach, model and/or lead teacher(s), and the district literacy team, (9) offerings of targeted literacy based professional development and instructional trainings