FSU-Tallahassee 2018-19 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: Suzanne Wilkinson
Contact Email: swilkinson@fsu.edu
Contact Telephone: 850-245-3700

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 and 2016-2017 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	73	75	70	77	72	78	79

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	54	56	51	58	62	60	61

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	9	7	14	5	15	4	3
White/Hispanic	4	3	3	2	3	1	1
Economically Disadvantaged/Non-Economically Disadvantaged	14	11	13	8	16	6	5
Students with Disabilities/Students without Disabilities	27	21	32	15	28	12	9
English Language Learners/ Non-English Language Learners	1	1	9	1	34	1	1

* 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.**

   Professional development opportunities for faculty targeting Differentiated Instruction and reading strategies; K-12 Reading coach to assist teachers with best practices; technology to increase reading comprehension. The teachers submit a written reflection and implementation of the provided professional development using work samples or student data. Documentation is submitted to the Director of Research and Teacher Education.

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

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

      The administrator that supervises elementary, middle and high school will conduct at least 6 progress monitoring meetings with grade levels and departments to discuss student progress towards our district goals.

   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.**

      The administrator that supervises elementary, middle and high school will conduct at least 6 progress monitoring meetings with grade levels and departments to discuss student progress towards our district goals. Collaborations will included data monitoring from classroom formative assessments, NWEA-MAP assessments, and SuccessMaker progress. Evidence will also be collected from lesson plans, classroom observations, and conversations during grade level/ department PLC's.

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

      The administrator that supervises elementary, middle and high school will conduct at least 6 progress monitoring meetings with grade levels and departments to discuss student progress towards our district goals.

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

   The administrator that supervises elementary, middle and high school will meet with the MTSS team monthly to ensure the fidelity of students not progressing towards district goals.

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

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

      The administrator that supervises elementary, middle and high school will use pre and post conferences as well as observations to ensure classroom instruction is aligned to grade-level Florida Standards.

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

      Teachers are expected to include standards within lesson plans. Observation results will showcase targeted Florida Standards within lessons. Administrators will do informal walk-thru.

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

      Administrators will Informally assess classroom instruction aligned to Florida Standards throughout the school year (once per month). Beginning teachers and new teachers to the district will be formally observed three times. Teachers with at least four years of service will be formally observed one time per year.

6. **In regard to access to informational text for each content area in a variety of mediums, please address the following:**

   A. **Who at the district level will be responsible for ensuring that schools have access to informational text for each content areas in a variety of mediums?**

      The administrator that supervises elementary, middle and high school will work closely with the K-12 Reading Coach, School Librarian, and Department chairs/Team leaders to ensure information text materials are available K-12.

   B. **In addition to using texts from core, supplemental and intervention programs, what will the district do to ensure that schools have access to informational text for each content area in a variety of mediums?**

      The administrator that supervises elementary, middle and high school will work closely with the K-12 Reading Coach, School Librarian, and Department chairs/Team leaders to ensure information text materials are available K-12.

7. **In regard to Universal Design for Learning (UDL), please address the following:**

A. **Who at the district level will ensure that the all classroom instruction is accessible to the full range of learners using UDL principles?**

The MTSS team, along with the school administration will ensure that all classroom instruction is accessible to the full range of learners using UDL principals.

B. **What evidence will the district collect to demonstrate that all classroom instruction is accessible to the full range of learners using UDL principles for effective instructional design (planning) and delivery (teaching)?**

UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for all students. Expert teachers apply evidence-based methods and differentiate those methods according to the goal of instruction. UDL curricula facilitate further differentiation of methods, based on learner variability in the context of the task, learner's social/emotional resources, and the classroom climate. Flexible and varied, UDL methods are adjusted based on continual monitoring of learner progress. Assessment is described as the process of gathering information about a learner's performance using a variety of methods and materials in order to determine learners' knowledge, skills, and motivation for the purpose of making informed educational decisions. The goal is to improve the accuracy and timeliness of assessments, and to ensure that they are comprehensive and articulate enough to guide instruction – for all learners. This is achieved in part by keen focus on the goal, enabling the provision of supports and scaffolds for construct irrelevant items. By broadening means to accommodate learner variability, UDL assessments reduce or remove barriers to accurate measurement of learner knowledge, skills, and engagement.

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

Evidence is reviewed during pre and post conferences, MTSS meetings, and progress monitoring meetings.

8. **As a separate attachment please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements and the district's 2018-2019 K-12 Comprehensive Research-Based Reading Plan, as well as documentation that the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district ELL contact to discuss alignment with their district ELL plan.**

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 district master inservice plan?**

   FSU-Lab partners with NEFEC's Master Inservice Plan.

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

   $5,013

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..

Who is responsible for ensuring this training is entered into the master inservice plan and is subsequently provided to reading coaches, classroom teachers and school administrators?

FSU-Lab partners with NEFEC's Master Inservice Plan.

4. **Was the training in question #3 funded through the Research-Based Reading Allocation? If not, please list the funding source for this training.**

Yes.

Reading/Literacy Coaches

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

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

Coaches are expected to have experience as successful classroom teachers. Coaches are expected to exhibit knowledge of scientifically based reading research, special expertise in quality reading instruction, and ability to infuse reading strategies into content area. Coaches are expected to have ther Reading Endorsement.

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

FSU-Lab is a K-12 school within our own district.

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.**

N/A

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

a. Elementary:.33
b. Middle:.33
c. High:.33

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

The K-12 Reading Coach submits a potfolio.

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

$66,095

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?**

FSU-Lab is a K-12 school.

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

N/A

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

   a. Elementary:N/A
   b. Middle:N/A
   c. High:1.0

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

$81,321

5. **Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Intruction 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.:**

All About Reading, easyCBM Teacher Deluxe Package, and Reading A-Z.

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

   $9,000

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

   The multisensory interventions that we will be using/purchasing are:
   All About Reading
   Reading A-Z
   easyCBM
   NewselaPRO
   Learning Ally
   Reading Plus

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:**Dr. Angela Wills

2. **Email Address:**awills@admin.fsu.edu

3. **Phone Number:**(850)245-3700

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

   There is only one school site which is Florida State University Schools.

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

   a. **Start Date:**June 11, 2018
   b. **Which days of the week is SRC offered:**Monday-Thursday
   c. **Number of instructional hours per day in reading:**5.00
   d. **End Date:**July 26, 2018
   e. **Total number of instructional hours of reading:**135

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. The school administrator will obtain teacher effectiveness data from the Director of Research and Teacher Education to confirm teacher credentials.

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

   1:4

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

N/A Third grade only.

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

Each student will complete a daily individual student-teacher conference to discuss daily skills assessment, and each student will complete a benchmark portfolio as well as take the SAT-10.

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	N/A	
District expenditures on reading coaches	$66,095	
District expenditures on intervention teachers	$81,321	
District expenditures on supplemental materials or interventions	$9,000	
District expenditures on professional development	$5,013	
District expenditures on summer reading camps	$21,971	
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	N/A	
Flexible Categorial Spending	N/A	
	Sum of Expenditures	$183,400
	Amount of district research-based reading intruction allocation for 2018-2019	$183,400

FSUS-FSU Lab School-Tallahassee
2018-2019 K-12 Comprehensive Research-Based Reading Plan

FSUS-Broward District Contact: Lisa Libidinsky
FSU District ESE Contact: Angela Wills
FSU District ELL Contact: Monica Broome

Date of Meeting: 3/6/2018 (Phone conference call and email communication.)

Agenda
    I.   Alignment between the reading plan and the SP&P
    II.   Alignment between the reading plan and the ELL plan

APPENDIX B

<u>Identification of Students with Reading Deficiencies and Intervention Supports</u>

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

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

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to plan intervention for students scoring in the following performance levels:
  1) Scaled score of 497-529
  2) Scaled score of 438-496
  3) Scaled score of 437 and below; 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;

Instruction will be modified for students who have not responded to a specific reading intervention with the intensity variable of adding time and reducing group size.

Kindergarten

The K-Readiness Assessment will be administered within the first 30 days of the school year. (Star Early Literacy) to plan interventions for students scoring in the following performance levels:

1. Scaled score of 497-529 – Tier I instruction
2. Scaled score of 438-496 – Tier II
3. Scaled score of 437 and below – Tier III

MAP-Universal Screener K-5

MAP assessments are used to determine each student's instructional level, to measure academic growth over broad ranges of time, and to assist in informing and differentiating instruction. MAP is intended to be used in part as a universal screener that will aid FSUS in determining if students are on track to college and career readiness and/or if supplemental interventions are needed. The universal screening data is used to ensure the core curriculum is resulting in success for most students. If universal screening data indicates an individual is in jeopardy of not being on track, the   MTSS team will review multiple data sources Reading A-Z, STAR, state assessments, course grades, teacher anecdotal notes) to identify areas of need and to develop interventions to supplement the   core curriculum. The following table provides a list of multiple data sources that we use:

State and District Assessments	State and district assessments are valid and reliable measurement tools that offer student proficiency data on state standards.
Writing Samples- Seminole Writes Teacher Recommendations MAP Data	For English Language Arts, in particular, examining a student's writing piece will provide valuable information on a student's ability to communicate clearly with appropriate focus, evidence, organization, language, vocabulary, and conventions. Informal and formal observations by the teacher supplement assessment data by providing insight into the social emotional as well as academic performance of a student. Using three windows to identify growth trends.
STAR Data	MAP data alongside STAR data may provide a more detailed picture of a student's reading performance.

Progress monitoring of basic academic skills is accomplished by using Reading A-Z, and STAR Reading and STAR Math. Multisensory interventions will come from All About Reading, Learning Ally, and Reading Plus.

MTSS Decision Making

- ▪ We will identify all students performing below target MAP RIT scores as shown in the following table displaying goal Reading RIT scores based on the proficiency projection and probability for passing the FSA level 3 to inform MTSS Tier support level.

Grade	Fall	Winter	Spring
K	138	152	159
1	161	173	178
2	177	186	193
3	190	198	201
4	202	207	210
5	210	214	216
6	213	216	218
7	218	221	222
8	219	221	224

Identification	MTSS Support
- Students scoring in the lowest 5% performing in NWEA and/or; - Kindergarten students scoring within the scaled score of 437 and below on FLKRS will receive Tier III support. - Students in Grade 1 scoring between 147-159 on MAP Reading in the Fall, students in Grade 2 scoring between 161-177 on MAP Reading in the Fall, and students in Grade 3 scoring between 180-190 - FSA-ELA- Grades 4-5: FSA-ELA Level 1	▪ **Tier III: Weekly** progress monitoring with Reading A-Z for targeted basic skill(s). Goal set at 40th percentile in STAR Reading (Goal setting may be adjusted). Move to Tier II when performing within range of students at Tier II. ▪ Tier III Intensive Reading Intervention- A small percentage of students who have received Tier II intervention continue to show substantial deficiency in acquiring necessary reading skills. These students require instruction that is more explicit, more intensive, and specifically designed to meet their individual needs. For these students, two additional thirty-minute sessions of specialized, small-group reading instruction will be provided in Tier III. The Tier III interventionist may be a classroom teacher, a specialized reading teacher, a special education teacher. Movement through Tier I, Tier II, and Tier III is a dynamic process, with students entering and exiting as needed. (See attached Table 1.) Note: Times specified for Tier II and Tier III interventions are guidelines, and may vary based on program used, group size, and students' needs. Continue with Core Reading Program. Provide explicit instruction that follows a developmental

	reading continuum including instruction with on-level comprehension, vocabulary, phonics, phonemic awareness, fluency, speaking, listening, and writing.
▪ Students scoring in the lowest 6%-20% performing in NWEA and/or; ▪ Kindergarten Students scoring within the scaled score of 438-496 on FLKRS will receive Tier II support. ▪ Students in Grade 1 scoring between 147-159 on MAP Reading in the Fall, students in Grade 2 scoring between 161-177 on MAP Reading in the Fall, and students in Grade 3 scoring between 180-190 ▪ FSA-ELA- Grades 4-5: FSA-ELA Level 1	▪ **Tier II:** At least **twice monthly** progress monitoring with Reading A-Z for targeted basic skill. Goal set at 40th percentile in STAR Reading (Goal setting may be adjusted). Exit criteria: 40th percentile or when performing within the range of students at Tier I. ▪ Tier II Reading Intervention: For some students, focused instruction within the regular classroom setting is not enough. To get back on track, these students require intervention in addition to the time allotted for core reading instruction. Tier II is designed to meet the needs of these students by giving them an additional thirty minutes of reading intervention daily. The aim is to support and reinforce skills being taught by the classroom teacher. In Tier II, the interventionist may be the classroom teacher, a specialized reading teacher. Note: Times specified for Tier II and Tier III interventions are guidelines, and may vary based on program used, group size, and students' needs. Continue with Core Reading Program. Provide explicit instruction that follows a developmental reading continuum including instruction with on-level comprehension, vocabulary, phonics, phonemic awareness, fluency, speaking, listening, and writing.
▪ Students not meeting target, but are not within the lowest 20% ▪ Kindergarten Students scoring within the scaled score of 438-496 on FLKRS will receive Tier II support. ▪ Students in Grade 1 scoring between 160-161 on MAP Reading in the Fall, students in Grade 2 scoring between 177-179 on MAP Reading in the Fall, and students in Grade 3 scoring between 190-192	▪ Provide Tier I support in the classroom (i.e., differentiated instruction driven by assessment results) ▪ Monthly progress monitoring with Reading A-Z for targeted basic skill. Goal set at 40th percentile STAR Reading (Goal setting may be adjusted). Exit criteria: 40th percentile or meets screening goal. End monthly progress monitoring when student reaches 40th percentile or meets screening goal. ▪ Screen **three times** per year using MAP.

▪ FSA-ELA- Grades 4-5: FSA-ELA Level 2	Students will receive appropriate levels of differentiated instruction during the 90-minute reading block and may receive additional differentiation outside the reading block, if indicated, on a regular basis. The content and intensity of this intervention will be determined by running record data and/or other points of data. Students will receive appropriate levels of differentiated instruction during the 90 minute reading block and may receive additional differentiation 3 scoring between 190-192 FSA-ELA- Grades 4-5: FSA-ELA Level 2 outside the reading block, if indicated, on a regular basis. The content and intensity of this intervention will be determined by running record data and/or other points of data. Provide small group differentiated instruction targeted to meet the instructional needs of students. Students will receive appropriate levels of differentiated instruction during the 90 minute reading block and may receive additional differentiation outside the reading block, if indicated, on a regular basis.
▪ Students meeting target ▪ Kindergarten students scoring within the scaled score of 497-529 on FLKRS will receive Tier I support. ▪ Students in Grade 1 scoring 161+ on MAP Reading in the Fall, students in Grade 2 scoring between 180+ on MAP Reading in the Fall, and students in Grade 3 scoring between 193+ ▪ FSA-ELA- Grades 4-5: FSA-ELA Level 3	■ Tier I differentiated instruction based on data ■ Screening three times per year using MAP. Students will receive appropriate levels of differentiated instruction during the 90-minute reading block and may receive additional differentiation outside the reading block, if indicated, on a regular basis. The content and intensity of this intervention will be determined by running record data and/or other points of data.
▪ Students exceeding target	■ Tier I differentiated instruction based on data ■ Screening three times per year using MAP. Students will receive appropriate levels of differentiated instruction during the 90-minute reading block on a regular basis.

Table 1. Tiers of Reading Instruction

	Tier I	Tier II	Tier III
Definition	The "core" curricular and instructional reading programs and strategies in the gen-eral education setting, including ongoing professional development and assessment three times per year to determine whether students are meeting benchmarks	Programs, strategies, and procedures designed and employed to *enhance and support* Tier I that take place in groups of three to five	Specifically designed and customized read-ing instruction that is extended beyond the time allocated for Tier I and Tier II and that takes place in groups of three
Focus	For all students in K through 3 (4-5)	For students identified with substantial reading deficiencies and who have not respond-ed to Tier I efforts	For students with substantial deficiencies in reading or reading disabilities and who have not responded adequately to Tier I and Tier II efforts
Program	Scientifically based reading instruction and curriculum emphasizing the five essential components of beginning reading	Specialized, scientifically based reading program(s) emphasizing the five essential components of beginning reading	Sustained, intensive, scientifically based reading program(s) emphasizing the five essential components of beginning reading
Instruction	Many opportunities to practice embedded throughout the school day	• Additional attention, focus, and support • Additional opportunities to practice embedded throughout the school day • Pre-teach and review skills; frequent opportunities to practice skills	• Carefully designed and implemented, explicit, systematic instruction • Fidelity of implementation carefully maintained
Interventionist	General education teacher	Intervention provided by personnel deter-mined by the school	Intensive intervention provided by person-nel determined by the school
Setting	General education classroom	Appropriate setting designated by the school	Appropriate setting designated by the school
Grouping	Flexible grouping	Homogeneous small group instruction (e.g., 1:1 to 1:5)	Homogeneous small group instruction (e.g., 1:1 to 1:3)
Time	Minimum of 90 minutes per day	Minimum of 20–30 minutes per day in small group or 1:1	Minimum of two 30-minute sessions per day in small group or 1:1
Assessment	Fall screening plus winter and spring prog-ress monitoring	Progress monitoring twice a month on target skill to ensure adequate progress and learning	Progress monitoring twice a month on target skill to ensure adequate progress and learning

Instruction will be modified for students who have not responded to a specific reading intervention with the intensity variable of adding time and reducing group size.

MAP-Universal Screener 6-8

MAP assessments are used to determine each student's instructional level, to measure academic growth over broad ranges of time, and to assist in informing and differentiating instruction. MAP is intended to be used in part as a universal screener that will aid FSUS in determining if students are on track to college and career readiness and/or if supplemental interventions are needed. The universal screening data is used to ensure the core curriculum is resulting in success for all students. If universal screening data indicates an individual is in jeopardy of not being on track, the MTSS team will review multiple data sources STAR, state assessments, course grades, teacher anecdotal notes) to identify areas of need and to develop interventions to supplement the core curriculum.

The following table provides a list of multiple data sources that we use:

State and District Assessments	State and district assessments are valid and reliable measurement tools that offer student proficiency data on state standards.
Writing Samples-Seminole Writes	For English Language Arts, in particular, examining a student's writing piece will provide valuable information on a student's ability to communicate clearly with appropriate focus, evidence, organization, language, vocabulary, and conventions.
Teacher Recommendations	Informal and formal observations by the teacher supplement assessment data by providing insight into the social emotional as well as academic performance of a student.
MAP Data	Using three windows to identify growth trends.
STAR Data	MAP data alongside STAR data may provide a more detailed picture of a student's reading performance.

Progress monitoring of basic academic skills is accomplished by using STAR Reading and STAR Math.

MTSS Decision Making

▪ We will identify all students performing below target MAP RIT scores as shown in the following table displaying goal Reading RIT scores based on the proficiency projection and probability for passing the FSA level 3 to inform MTSS Tier support level.

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6	213	216	218
7	218	221	222
8	219	221	224
9	220	225	233

10	220	229	236
11	223	231	250

Identification	MTSS Support
▪ Students scoring in the lowest 5% performing in NWEA and/or; ▪ FSA-ELA- Grades 6-8: FSA-ELA Level 1	■ **Tier III: Weekly** progress monitoring with easyCBM for targeted basic skill(s). Goal set at 40th percentile in STAR Reading (Goal setting may be adjusted). Move to Tier II when performing within range of students at Tier II.
▪ Students scoring in the lowest 6%-20% performing in NWEA and/or; ▪ FSA-ELA- Grades 6-8: FSA-ELA Level 1	■ **Tier II:** At least **twice monthly** progress monitoring with easyCBM for targeted basic skill. Goal set at 40th percentile in STAR Reading (Goal setting may be adjusted). Exit criteria: 40th percentile or when performing within the range of students at Tier I.
▪ Students not meeting target, but are not within the lowest 20% ▪ FSA-ELA- Grades 6-8: FSA-ELA Level 2	■ Provide Tier I support in the classroom (i.e., differentiated instruction driven by assessment results) ■ Monthly progress monitoring with easyCBM for targeted basic skill. Goal set at 40th percentile STAR Reading (Goal setting may be adjusted). Exit criteria: 40th percentile or meets screening goal. End monthly progress monitoring when student reaches 40th percentile or meets screening goal. ■ Screen **three times** per year using MAP.
▪ Students meeting target ▪ FSA-ELA- Grades 6-8: FSA-ELA Level 3	■ Tier I differentiated instruction based on data ■ Screening three times per year using MAP.
Students exceeding target	■ Tier I differentiated instruction based on data ■ Screening three times per year using MAP.

Instruction will be modified for students who have not responded to a specific reading intervention with the intensity variable of adding time and reducing group size.

MAP-Universal Screener 9-12

MAP assessments are used to determine each student's instructional level, to measure academic growth over broad ranges of time, and to assist in informing and differentiating instruction. MAP is intended to be used in part as a universal screener that will aid FSUS in determining if students are on track to college and career readiness and/or if supplemental interventions are needed. The universal screening data is used to ensure the core curriculum is resulting in success for all students. If universal screening data indicates an individual is in jeopardy of not being on track, the MTSS team will review multiple data sources STAR, state assessments, course grades, teacher anecdotal notes) to identify areas of need and to develop interventions to supplement the core curriculum.
The following table provides a list of multiple data sources that we use:

State and District Assessments	State and district assessments are valid and reliable measurement tools that offer student proficiency data on state standards.
Writing Samples-Seminole Writes	For English Language Arts, in particular, examining a student's writing piece will provide valuable information on a student's ability to communicate clearly with appropriate focus, evidence, organization, language, vocabulary, and conventions.
Teacher Recommendations	Informal and formal observations by the teacher supplement assessment data by providing insight into the social emotional as well as academic performance of a student.
MAP Data	Using three windows to identify growth trends.
STAR Data	MAP data alongside STAR data may provide a more detailed picture of a student's reading performance.

Progress monitoring of basic academic skills is accomplished by using STAR Reading and STAR Math.

MTSS Decision Making

▪ We will identify all students performing below target MAP RIT scores as shown in the following table displaying goal Reading RIT scores based on the College and Career Readiness benchmarks to inform MTSS Tier support level.

Grade	Fall	Winter	Spring
K	138	152	159
1	161	173	178
2	177	186	193
3	190	198	201
4	202	207	210
5	210	214	216
6	213	216	218
7	218	221	222

8	219	221	224
9	220	225	233
10	220	229	236
11	223	231	250

Identification	MTSS Support
▪ Students scoring in the lowest 5% performing in NWEA and/or; ▪ FSA-ELA- Grades 9-10: FSA-ELA Level 1	■ **Tier III: Weekly** progress monitoring with easyCBM for targeted basic skill(s). Goal set at 40th percentile in STAR Reading (Goal setting may be adjusted). Move to Tier II when performing within range of students at Tier II.
▪ Students scoring in the lowest 6%-20% performing in NWEA and/or; ▪ FSA-ELA- Grades 9-10: FSA-ELA Level 1	■ **Tier II:** At least **twice monthly** progress monitoring with easyCBM for targeted basic skill. Goal set at 40th percentile in STAR Reading (Goal setting may be adjusted). Exit criteria: 40th percentile or when performing within the range of students at Tier I.
▪ Students not meeting target, but are not within the lowest 20% ▪ FSA-ELA- Grades 9-10: FSA-ELA Level 2	■ Provide Tier I support in the classroom (i.e., differentiated instruction driven by assessment results) ■ Monthly progress monitoring with easyCBM for targeted basic skill. Goal set at 40th percentile STAR Reading (Goal setting may be adjusted). Exit criteria: 40th percentile or meets screening goal. End monthly progress monitoring when student reaches 40th percentile or meets screening goal. ■ Screen **three times** per year using MAP.
▪ Students meeting target ▪ FSA-ELA- Grades 9-10: FSA-ELA Level 3	■ Tier I differentiated instruction based on data ■ Screening three times per year using MAP.
Students exceeding target	■ Tier I differentiated instruction based on data ■ Screening three times per year using MAP.