

## Flagler 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:** Karen Porter **Contact**

**Email:** [porter.k@flaglerschools.com](mailto:porter.k@flaglerschools.com)

**Contact Telephone:** 386-437-7526 ext 1113

### District-Level Leadership

District-level administrators must look at schools on an individual basis and distribute resources based on students’ and teachers’ levels of need. To describe the district system for monitoring reading instruction that differentiates school-level services, please address the following.

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

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	56	60	58	60	58	59	62

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	51	53	55	56	53	57	59

State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	*	29	*	28	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language	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	22	*	23	17	26	15	12
White/Hispanic	6	*	6	4	3	3	0
Economically Disadvantaged/Non-Economically Disadvantaged	19	17	19	17	20	15	13
Students with Disabilities/Students without Disabilities	51	47	49	43	51	39	34
English Language Learners/ Non-English Language Learners	21	*	20	18	22	16	14

\* 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.**

Through the use of this funding allocation, we will be able to maintain a literacy coach at all 9 schools sites. The literacy coaches will provide professional development, coaching supports and collaborate with our school based leadership team in developing and maintaining focused literacy supports for all students. A portion of the funding will be used to fund Summer Reading Camp.

**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 ELA Curriculum Specialist, Assessment and Accountability Coordinator, Director of ESE and ESOL Coordinator will be responsible for collecting and reviewing student progress monitoring data.

**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.**

<b>Grades K-8</b> i-Ready Diagnostic and Progress Monitoring Data Bi-weekly Assessment Data	<b>Grades 9-12</b> FAIR Data Bi-weekly Assessment Data Quarterly Assessment Data
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Quarterly Assessment Data WIDA 2.0 Access Data ULS Access Points Data	WIDA 2.0 Access Data ULS Access Points Data
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**C. How often will student progress monitoring data be collected and reviewed by the district?**

The ELA Curriculum Specialist, Director of Special Education, ESOL Coordinator and Coordinator of Assessment and Accountability will collect and review data after each universal screening assessment window and more frequently as need based on achievement trends.

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

ELA Curriculum Specialist and MTSS Specialist

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

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

The Executive Director of Teaching and Learning, ELA Curriculum Specialist and school based leadership teams will be responsible for ensuring classroom instruction is aligned to grade-level Florida Standards. Schools will be provided with curriculum pacing guides. The literacy coaches and school based leadership teams will be given continued guidance

and support in the use of the pacing guides and instructional materials. School administrators will conduct instructional walkthroughs during each marking period 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?**

Bi weekly assessment data, quarterly assessment data, student work samples, lesson plans, administrative walk through data, i-Ready, and FAIR data will be collected as evidence of the alignment of instruction with grade-level Florida Standards.

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

The ELA Curriculum Specialist and school based leadership teams will gather and review this data quarterly and more frequently as needed based on student achievement trends.

**6. As a separate attachment, please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has developed the plan along with: the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements, the district contact for Multi-Tiered Systems of Supports(MTSS), the district Management Information Systems (MIS) contact to ensure accurate data reporting, the district ELL contact, a school based principal and a teacher.**

See Appendix A.

**Research-Based Reading Instruction Allocation**

As per Section 1011.62(c), F.S., funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;

- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

The following sections will require districts to submit their budget for these expenditures and to answer questions regarding the implementation of the plan.

### **Professional Development**

As per Section 1012.98, F.S. each school district shall develop a professional development system which must include a master plan for inservice activities for all district employees, from all fund sources. The *Just Read, Florida!* office will review professional development related to reading instruction listed in this plan during monitoring. Please answer the following questions to assist with this process:

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

Executive Director for Teaching and Learning and K-12 ELA Curriculum Specialist.

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

\$0. The entire Research-Based Reading Allocation will be used to fund a literacy coach at all 9 schools. Professional development will be funded through the following allocations: Title I, Title II, General Fund, Perkins Grant, and IDEA.

- 3. Within the district professional development system, Section 1012.98 (4)(b)(11), F.S., states the district must provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of Section 1012.585(3)(f), F.S..**

**Please list the course numbers from your district Professional Learning Catalog which cover this training.**

All literacy coaches participated in train the trainer literacy coach academies and were provided with training modules for each training. The trainings were delivered to grade level cohorts across the district and at each school site on the following district wide Professional Learning

Days listed below. The following trainings will be provided again throughout the upcoming school year and all modules will be revised and updated to reflect new content learned during the 2019 Summer Literacy Institute and the RtI Eligibility Units 1, 2 and 3.

Flagler Schools 2018-2019 Professional Learning Days

August 6, 2018

January 14, 2019

April 19, 2019

School Name	UDL PL Course Codes	Dyslexia & Reading Difficulties PL Course Codes	Multisensory Literacy PL Course Codes
Bunnell Elementary	2019524301		2019525201 2019524301
Belle Terre Elementary	2019524601 2019525401	2019524601 2019525401	2019524601 2019525401
Old Kings Elementary		2019524001	
Rymfire Elementary	2019524701	2019524201	2019524201
Wadsworth Elementary	2019524401	2019525101	2019524401
Buddy Taylor Middle School	2019522601 2019525001	2019525001	N/A
Indian Trails Middle School	2019522601 2019523801	2019523801	N/A
Matanzas High School	2019522601	2019532901	N/A
Palm Coast High School	2019522601 2019524501	2019524501	N/A

**Reading/Literacy Coaches**

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

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

<http://flaglerschools.com/sites/default/files/jobs/4533/instruct-readingliteracycoach.pdf>

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

Bunnell Elementary, Belle Terre Elementary, Old Kings Elementary, Rymfire Elementary, Wadsworth Elementary, Buddy Taylor Middle School, Indian Trails Middle School, Flagler Palm Coast High School, and Matanzas High School

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

Yes. Student achievement data was the deciding factor. Our students with disabilities have consistently underperformed all sub-groups and sub-populations for that past 3 years. The achievement gap for students with disabilities range between 30% to 50% or more among the 9 schools listed when compared to students without disabilities. More support is needed to strengthen literacy interventions and reading instruction in support of this subgroup. African American students are significantly underperforming all other non African American subpopulations. The achievement gaps range between 20% to 30% among all 9 schools. Graduation rates have improved but more work is still needed to continue to narrow the gaps for African American students and Students with Disabilities.

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

- a. **Elementary: 5**
- b. **Middle: 2**
- c. **High: 2**

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

The effectiveness of literacy coaches evaluated by grade level bands using the following data: K-2: iReady Diagnostic and Growth Monitoring Data

Instructional Walk-through data Student work samples  
Instruction Support Reflection Logs

3-8: iReady Diagnostic and Growth Monitoring Data FSA

ELA Data  
Instructional Walk-through data Student work samples  
Instructional Support Reflection Logs

9-12: FSA ELA Data

EOC Data FAIR  
Data Student work

Graduation Rates  
Grade Level Progress monitoring data  
Instructional Walk-through data  
Instructional Support Reflection Logs

The majority of this data will be assessed quarterly. Summative state assessment data will be assessed at the end of the year.

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

\$513,996.50 = 82%

This figure is based on last year's allocation amount and is subject to change based on the 2019-2020 allocation amount.

**Supports for Identification and Intervention of Students with Reading Deficiencies**

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

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

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

None

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

Not applicable

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

- a. **Elementary:** Not applicable
- b. **Middle:** Not applicable
- c. **High:** Not applicable

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

\$0

5. **Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Instruction Allocation. These will be reviewed by the *Just Read, Florida!* Office to ensure the materials, or interventions, meet the requirements of Section 1001.215(8), F.S.:**

No supplemental materials will be purchased through the Research-Based Reading Plan Allocation.

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

\$0

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.**

Intensive intervention resources will be funded through the following allocations: Title I, Title II, General Fund, Perkins Grant, and IDEA.

### **Summer Reading Camps**

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:** Karen Porter
2. **Email Address:** [Porterk@flaglerschools.com](mailto:Porterk@flaglerschools.com)
3. **Phone Number:** 386-437-7526
4. **Please list the schools which will host a SRC:**

Wadsworth Elementary School, Imagine School at Town Center

5. **Provide the following information regarding the length of your district SRC:**
  - a. **Start Date:** June 10
  - b. **Which days of the week is SRC offered:** Monday -Friday
  - c. **Number of instructional hours per day in reading:** 5 hours
  - d. **End Date:** July 16
  - e. **Total number of instructional hours of reading:** 125 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?**

1 to 10

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

No

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

i-Ready Diagnostic, i-Ready Growth Monitoring and 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	\$43,877.75 = 7%	
District expenditures on reading coaches	\$513,996.50 = 82%	
District expenditures on intervention teachers	\$0.	
District expenditures on supplemental materials or	\$0.	
District expenditures on professional development	\$0.	
District expenditures on summer reading camps	\$68,950.75 = 11%.	
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	\$0	
Flexible Categorical Spending	\$ 0.	
	Sum of Expenditures	\$626,825.
	Amount of district research-based reading instruction allocation for 2019-2020	\$626,825.

## APPENDIX A

### 2019-2020 Reading Plan District Alignment Meeting Wednesday, April 10, 2019

#### Agenda

##### A.) Data

- State and District Achievement Data
- State and District Learning Gains
- Sub Population Data
- Sub Group Data

##### B.) Preview Reading Plan Draft

##### C.) Progress Monitoring Data, Tools and Timelines

- I-Ready
- FAIR (Possible use of Renaissance Star for Grades 9-12)
- ULS Access Points Data
- WIDA
- FSA

##### D.) Implementation Assessment of 2018-2019 Professional Development Goals

- What Professional Development was provided on the August 6 PL Day and January 14 PL Day? What Professional Development will be provided on April 19? Throughout the year? What gaps in implementation remain and where?
  - Multi-Sensory Literacy
  - UDL
  - Dyslexia, Reading Disabilities and Difficulties
  - ESOL
  - WIDA (Beatrice Palls)

##### E.) Revision of All Assessment Decision Trees to include

- Parent notification requirements and deadlines
- WIDA strategies/ Can Do Statement (Resources)
- WIDA assessment scoring details
- Parent notification requirements for parents of students receiving special education supports

#### Attendees:

Karen Porter, K-12 ELA Curriculum Specialist

Dr. Tim King, ESE Director

Tammy Yorke, Coordinator of Federal Programs, Charter Schools, and ESOL

Diane Howes, ESOL Parent Specialist

× Reading Plan District Alignment Meeting Save More actions flaglerschool

Apr 10, 2019 1:30pm to 2:30pm Apr 10, 2019 Time zone

All day Does not repeat

RSVP: Yes Add note / guests

**Event Details** Find a Time

Add location

Add conferencing

Notification 10 minutes ×

Add notification

Karen Porter ⊙

Busy Default visibility ?

Add description

**Guests** Rooms

Add guests

4 guests 3 yes, 1 awaiting ✉

- Karen Porter Organizer
- Howes, Diane \*
- Yorke, Tammy
- Timothy King

\* Calendar cannot be shown ?

SUGGESTED TIMES

Guests can:

Modify event

MENTORING LI...pdf OKES Early Wi...pdf BES ReadingW...pdf ReadingWonde...pdf Grade 1\_Langu...pdf Show

Evidence of Meeting Invite (All attendees were present.)

**2019-2020 Reading Plan  
District Alignment Meeting  
Tuesday, June 18, 2019**

Agenda

A.) Review of the SP&P Section G

- The revised MTSS Plan will need to be added to Section G
- Section G of the SP& P will be revised to reflect the most current tools and procedures used for problem solving and the monitoring of fidelity.

B.) Planning for Data Element 168521: Reading Intervention Component

- What courses will be coded as A and B for elementary, middle and high?
- What MIS supports are needed to make the adjustment?
- What are the upcoming survey window dates?
- What communication needs to be provided to and requested from school based leadership teams?

C.) Review of all revisions made based on the April District Alignment Meeting

- Parent notification requirements and deadlines
- WIDA strategies/ Can Do Statement (Resources)
- WIDA assessment scoring details
- Parent notification requirements for parents of students receiving special education supports and interventions

Attendees:

Karen Porter, K-12 ELA Curriculum Specialist

Dr. Tim King, ESE Director

Mark Saltmarsh, Director of Information Systems/MIS

Lashakia Moore, Principal of Rymfire Elementary (via phone conference)

Amy Neuenfeldt, Assistant Principal of Indian Trails Middle School (via phone conference and separate face to face meeting on June 18.)

## APPENDIX B

### **Identification of Students with Reading Deficiencies and Intervention Supports**

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

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

The charts must contain the following information:

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

**Flagler County Assessment / Curriculum Decision Tree for Reading Improvement  
Grades K-6 using the I-Ready Diagnostic and Standards Mastery Assessments &  
Florida Kindergarten Readiness Screener**

Assessments	Dates	What is Assessed	IF	THEN																		
<p align="center">I-Ready Diagnostic &amp; Florida Kindergarten Readiness Screener</p>	<p align="center">AP 1 Fall</p> <p align="center">AP 2 Winter</p> <p align="center">AP 3 Spring</p>	<ul style="list-style-type: none"> <li>• Phonological Awareness</li> <li>• Phonics</li> <li>• High Frequency Words</li> <li>• Vocabulary</li> <li>• Comprehension: Literature</li> <li>• Comprehension: Informational Text</li> </ul> <p>Each component assessed is individually ranked using a Profile score from 1 to 5. Profile rankings of 3 and higher are considered on grade level. The profile rankings are also used to support skills based grouping and recommended instructional paths.</p>	<p>If a student falls below the grade level scale score indicated below, or the student's growth does not align with the AP1, AP2, or AP3 grade level scale score expectations throughout the duration of the school year, use the recommendations provided in far right column to develop next steps for instruction.</p> <p><b>i-Ready Diagnostic Scale Scores</b></p> <p><u>Typical entry level scores by grade level</u></p> <p>Gr K- 362 Gr 1- 434 Gr 2- 489 Gr 3- 511 Gr 4- 557 Gr 5- 581 Gr 6- 598</p> <p>The AP1, AP2 and AP3 scale score expectations for each grade level are as follows:</p> <table border="1" data-bbox="721 1325 976 2026"> <tr><td><b>Gr K</b></td></tr> <tr><td>AP1 362-395</td></tr> <tr><td>AP2 396-423</td></tr> <tr><td>AP3 424-479</td></tr> <tr><td><b>Grade 1</b></td></tr> <tr><td>AP1 434-457</td></tr> <tr><td>AP2 458-479</td></tr> <tr><td>AP3 480-536</td></tr> <tr><td><b>Grade 2</b></td></tr> <tr><td>AP1 489-512</td></tr> <tr><td>AP2 513-536</td></tr> <tr><td>AP3 537-560</td></tr> <tr><td><b>Grade 3</b></td></tr> <tr><td>AP1 511-544</td></tr> <tr><td>AP2 545-560</td></tr> <tr><td>AP3 561-602</td></tr> <tr><td><b>Grade 4</b></td></tr> <tr><td>AP1 557-578</td></tr> </table>	<b>Gr K</b>	AP1 362-395	AP2 396-423	AP3 424-479	<b>Grade 1</b>	AP1 434-457	AP2 458-479	AP3 480-536	<b>Grade 2</b>	AP1 489-512	AP2 513-536	AP3 537-560	<b>Grade 3</b>	AP1 511-544	AP2 545-560	AP3 561-602	<b>Grade 4</b>	AP1 557-578	<p>The overall scale score and skills based profile rankings will be used to determine the daily level of instruction, enrichment and remediation. More intensity will be provided through increased time, smaller group sizes, and more targeted instruction. Diagnostic data will also be reviewed for possible placement for Multi-tiered System of Support (MTSS) interventions.</p> <p><b>Tier 1</b> <b>The student scores above level Scale Score on the I-Ready Diagnostic with Profile Levels of 3 and Higher and a Scale Score of 497- 529 on the Florida Kindergarten Readiness Screener:</b> Analyze the profile of each assessed component to determine the daily level of instruction. Continue with enhanced instruction and enrichment tasks that follow a developmental reading continuum including instruction with higher-level comprehension, vocabulary, phonics and fluency at the word/and or connected text level.</p> <p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>• McGraw Hill Wonders Core Reading Program</li> <li>• Scholastic Guided Reading Assessment Kit</li> <li>• I-Ready Diagnostic Teaching Tools</li> <li>• I-Ready Teacher Toolbox Resources</li> <li>• Florida Ready LAFS Instruction</li> <li>• Florida Kindergarten Readiness Screener Data</li> <li>• Ready Florida LAFS: English Language Arts (Grades 3-6)</li> <li>• Reading Mastery</li> <li>• SIPPS</li> <li>• Wilson's Foundations</li> <li>• CPALMS</li> </ul> <p><u>Instructional Strategies:</u></p> <ul style="list-style-type: none"> <li>• Oral Language Strategies (Primarily K-2)</li> <li>• Explicit instruction with modeling</li> <li>• Small group instruction</li> <li>• Literature circles</li> <li>• Independent reading with scaffolds/ differentiated Reading Logs</li> <li>• Modeled fluency through structured read alouds</li> <li>• Writing frameworks aligned to the standards</li> <li>• Writing tasks with scaffolds</li> <li>• Before, during and after reading strategies</li> </ul> <hr/> <p><b>Tier 2</b> <b>The student scores on level Scale Score on the I-Ready Diagnostic Screener with most profile levels at 3 and above and a Scale Score of 438-496 on the Florida Kindergarten Readiness Screener:</b> Analyze the profile of each assessed component to determine the daily level of instruction. Continue with enhanced instruction that follows a developmental reading continuum including instruction with comprehension, vocabulary, phonics and fluency at the word/and or connected text level.</p>
<b>Gr K</b>																						
AP1 362-395																						
AP2 396-423																						
AP3 424-479																						
<b>Grade 1</b>																						
AP1 434-457																						
AP2 458-479																						
AP3 480-536																						
<b>Grade 2</b>																						
AP1 489-512																						
AP2 513-536																						
AP3 537-560																						
<b>Grade 3</b>																						
AP1 511-544																						
AP2 545-560																						
AP3 561-602																						
<b>Grade 4</b>																						
AP1 557-578																						

AP2 579-602
AP3 603-629
<b>Grade 5</b>
AP1 581-608
AP2 609-629
AP3 630-640
<b>Grade 6</b>
AP1 598-615
AP2 616-640
AP3 641-653

The goal is for all students to make a years growth regardless of initial scale score. The same supports will be provided to students who are not on pace to achieve a years growth by AP2 and AP3. The details for growth are listed below.

**Scale Score Growth Expectations by Grade Level**

**Grade K: Yearly total - 53 points or more**

AP2 : 26 points or more
AP3 : 53 points or more

**Grade 1: Yearly total - 53 points or more**

AP2 : 26 points or more
AP3 : 53 points or more

**Grade 2: Yearly total - 45 points or more**

AP2 : 22 points or more
AP3 : 45 points or more

**Grade 3: Yearly total - 37 points or more**

AP2 : 18 points or more
AP3 : 37 points or more

**Grade 4: Yearly total - 19 points or more**

AP2 : 9 points or more
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- Programs:**
- McGraw Hill Wonders Core Reading Program
  - McGraw Hill Wonderworks Supplemental Intervention material
  - I-Ready Diagnostic Teacher Tools
  - I-Ready Teacher Toolbox Resources
  - Florida Ready LAFS Instruction
  - Phonics for Reading (Grades 3-6)
  - Reading Mastery
  - SIPPS
  - Wilson’s Foundations
  - Scholastic Guided Reading Assessment Kit
  - CPALMS

- Instructional Strategies:
- Oral Language Strategies (Primarily K-2)
  - Explicit instruction with modeling
  - Small group instruction
  - Literature circles
  - Independent reading with scaffolds and differentiated Reading Logs
  - Modeled fluency through structured read-alouds
  - Writing frameworks aligned to the standards
  - Writing tasks with scaffolds
  - Before, during and after reading strategies

**Tier 3/ Intensive Interventions**  
 The student has an Emerging or Below Level Scale Score on the I-Ready Diagnostic with most profile rankings below a level 3 and a Scale Score of 437 and below on the Florida Kindergarten Readiness Screener. The student may also be consistently performing below grade level on assignments and common assessments. These indicators reflect a substantial reading deficiency as defined by 1008.25F.S and is in need of intensive interventions.

\*\*\*\*\*Important Notice\*\*\*\*\*  
 All parents of a student with a substantial reading deficiency must be notified in writing **no later than October 15** following all initial universal screening. The parental notification must include a detailed description of all skill deficits focusing on foundations skill and all 5 components of reading. An at home reading plan must also be included. [s 1008.25\(5\) F.S.](#)

Analyze the profile of each assessed component to determine the daily level of instruction. Provide targeted and intensive instruction that follows a developmental reading continuum including instruction with comprehension, vocabulary, phonics and fluency at the word/and or connected text level.

- Programs:**
- McGraw Hill Wonders Core Reading Program
  - McGraw Hill Wonderworks Supplemental Intervention material
  - I-Ready Diagnostic Teacher Tools
  - I-Ready Teacher Toolbox Resources
  - Florida Ready LAFS Instruction
  - Scholastic Guided Reading Assessment Kit
  - Reading Mastery
  - SIPPS
  - Wilson’s Foundations
  - Phonics for Reading (Grades 3-6)

			AP3 : 19 points or more	<ul style="list-style-type: none"> <li>● CPALMS</li> </ul> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>● Oral Language Strategies (Primarily K-2)</li> <li>● Explicit instruction with modeling</li> <li>● Increased Small group instruction</li> <li>● Literature circles</li> <li>● Independent reading with scaffolds and differentiated reading logs</li> <li>● Increased modeled fluency through structured read alouds</li> <li>● Writing frameworks aligned to the standards</li> <li>● Writing tasks with scaffolds</li> <li>● Running records</li> </ul>
			<b>Grade 5: Yearly total - 19 points or more</b>	
			AP2 : 9 points or more	
			AP3 : 19 points or more	
			<b>Grade 6: Yearly total - 15 points or more</b>	
			AP2 : 7 points or more	
			AP3 : 15 points or more	

## Reading Interventions and Parent Communication

### **Tier 2 and Tier 3 Interventions:**

All students who have received intensive interventions for two or more years, have been retained for a total of two years, scored a level 1 or level 2 in the FSA, or demonstrate reading deficiencies are provided an additional 30 to 45 minutes of intensive intervention support in addition to the traditional 90 minute reading block. This is referred to as the Intervention-Block and is provided by the core-reading teachers with support of interventionists and support facilitators. Parents should be notified and included in the development of these interventions using the protocols outlined in the next section. Additional intervention support is provided throughout the day by the reading coaches, support facilitators, and MTSS specialists. The time of day in which the support is provided will vary and is determined by school specific scheduling.

Students identified as in need of intensive intervention through reading data are also provided opportunities for additional tutoring that may occur before or after school or during non-instructional time within the school day. These programs may be funded through SAI or SES dollars and will include consultation with the reading intention teachers and reading coach. At some schools, there are homework assistance programs. The content and interventions used have always been aligned to data from core instruction along with existing tier 2/3 interventions plans. These supports have always been provided by school-based classroom teachers and never outsourced.

The following students will be considered eligible for this support:

- Students with one or more retentions
- Students with a level 1 or 2 on the Reading FSA
- Grade 3 students promoted by good cause the previous year
- Students with current year data indicating below average performance in reading/language arts
- Students with 1 or more subject failures connected to literacy deficits
- Student recommended by the school-based TPST

### **\*\*\*\*\*Important Notice\*\*\*\*\***

**All parents of a student with a substantial reading deficiency must be notified in writing no later than October 15 following all initial universal screening. The parental notification must include a detailed description of all skill deficits focusing on foundations skill and all 5 components of reading. An at home reading plan must also be included. [s 1008.25\(5\) F.S](#)**

### **Parental Engagement in the MTSS Process Across All Tiers of Instruction**

**Tier 1/Core:** The parent should be notified when it is determined that his/her student is in need of more intensive instruction in core through differentiated instruction and additional small group. This is documented on the PMP (Progress Monitoring Plan). Teachers are expected to solicit the parent's input and document it. The parent is provided with the *Parent Guide to Multi-Tiered System of Supports* and the Family assistance document.

**Tier 2:** The parent should be notified when the response to interventions in core has been determined as questionable or poor and the student needs more intensive instruction beyond Tier 1/Core. A TPST meeting is held and the parent is invited to attend and provide intervention recommendations. This is documented on the Tier2/3 Intervention Plan form. The parent is then provided with the PMP documentation, the *Parent Information for Students Receiving Intensive Interventions* and the *Notice of Procedural Safeguards for Parents of Students with Disabilities* upon parental request.

**Tier 3:** The parent should be notified when the response to Tier 2 interventions has been determined as questionable or poor and the student needs more intensive instruction beyond Tier 2 interventions. A TPST meeting is held and the parent is invited to attend and provide intervention

recommendations. This is documented on the Tier 2/3 Intervention Plan form. The parent is then provided with **Notice of Procedural Safeguards for Parents of Students with Disabilities** upon parent request and any intervention documentation the parent may requests.

**Eligibility for Special Education Services:** The parent should be notified when the response to Tier 3 interventions has been determined as questionable or poor and the student could be best served through Special Education supports. The parent is then provided with **Notice of Procedural Safeguards for Parents of Students with Disabilities**. An Eligibility TPST meeting is scheduled and the parent is invited to attend and provide input.

## Materials/Activities Chart Grades K-6

	PROGRAMS/MATERIALS	ACTIVITIES	REFERENCES
<b>PHONOLOGICAL AWARENESS &amp; MULTISENSORY LITERACY</b>	<ul style="list-style-type: none"> <li>• McGraw Hill Wonders Core Reading Program</li> <li>• McGraw Hill Wonderworks Supplemental Intervention material</li> <li>• I-Ready Instructional Tools and Resources</li> <li>• CPALMS</li> <li>• Florida Center for Reading Research (FCRR)</li> <li>• SIPPS</li> <li>• Reading Mastery</li> <li>• Road to the Code</li> <li>• Wilson's Foundations</li> <li>• Making Words</li> <li>• Phonics for Reading</li> </ul>	<p>Elkonin Boxes, Oral Segmenting and Blending Activities, Rhyming Activities, Alliteration, Phonemic Manipulation Tasks, Visual Discrimination of Picture Cards, "Hink Pinks", Utilize K-1 Literacy Binders from FCRR for PA Activities</p> <p>Use of sound effects for discrimination and identification (picture level)</p>	<p><a href="http://www.fcrr.org/">http://www.fcrr.org/</a></p> <p><u>Phonemic Awareness Playing with Sounds to Strengthen Beginning Reading Skills</u> by Creative Teaching Press</p> <p><u>Unlocking Literacy: Effective Decoding &amp; Spelling Instruction</u> by Marcia Henry</p> <p><u>What Research Has To Say About Reading Instruction</u> by the International Reading Association</p> <p><u>When Kids Can't Read: What Teachers Can Do About It</u>, by Kyleene Beers</p>
<b>PHONICS &amp; MULTISENSORY LITERACY</b>	<ul style="list-style-type: none"> <li>• McGraw Hill Wonders Core Reading Program</li> <li>• Scholastic Guided Reading Assessments</li> <li>• McGraw Hill Wonderworks Supplemental Intervention material</li> <li>• I-Ready Instructional Tools and Resources</li> <li>• CPALMS</li> <li>• Wilson's Foundations</li> <li>• Rewards</li> <li>• Phonics for Reading</li> <li>• Making Words</li> <li>• Words Their Way</li> <li>• SIPPS</li> <li>• Reading Mastery</li> <li>• Florida Center for Reading Research (FCRR)</li> <li>• Soar to Success</li> <li>• Great Leaps</li> <li>• Systematic Sequential Phonics</li> </ul>	<p>Songs and Chants, Student Made Word Walls, Word Sorts, Semantic Word Mapping, Simple Phonetic Poems, Sound Symbol Relationship Activities (Tongue Twisters) Picture Cards for long and short vowel discrimination, Activities in Alphabetic Principle (Alphabet Arc)</p> <p>Word Attack Skills: Affixes and Base/Root Words, Letter to Sound Flash Card Activities, Word Families</p>	<p><a href="http://www.fcrr.org/">http://www.fcrr.org/</a></p> <p><u>Phonemic Awareness Playing with Sounds to Strengthen Beginning Reading Skills</u> by Creative Teaching Press</p> <p><u>Unlocking Literacy: Effective Decoding &amp; Spelling Instruction</u> by Marcia Henry</p> <p><u>What Research Has To Say About Reading Instruction</u> by the International Reading Association</p> <p><u>When Kids Can't Read: What Teachers Can Do About It</u>, by Kyleene Beers</p>
<b>FLUENCY &amp; MULTISENSORY LITERACY</b>	<ul style="list-style-type: none"> <li>• McGraw Hill Wonders Core Reading Program</li> <li>• Scholastic Guided Reading Assessments</li> <li>• McGraw Hill Wonderworks Supplemental Intervention material</li> <li>• I-Ready Instructional Tools and Resources</li> <li>• CPALMS</li> <li>• Read Naturally</li> <li>• Reading Mastery</li> </ul>	<p>Modeled Fluency, Sight Words, Decodable Texts, Rebus Stories, Audio Books, Poetry, Songs, and Chants, Choral Reading, Echo Reading, Reader's Theater, Short plays and skits</p>	<p><a href="http://www.fcrr.org/">http://www.fcrr.org/</a> (Dolch or Fry)</p> <p><u>What Research Has To Say About Reading Instruction</u> by the International Reading Association</p> <p><u>When Kids Can't Read: What Teachers Can Do About It</u>, by Kyleene Beers</p>

	<ul style="list-style-type: none"> <li>Florida Center for Reading Research (FCRR)</li> <li>Great Leaps</li> <li>Systematic Sequential Phonics</li> <li>Easy CBM</li> <li>REWARDS</li> </ul>		
<b>VOCABULARY</b>	<ul style="list-style-type: none"> <li>McGraw Hill Wonders Core Reading Program</li> <li>Scholastic Guided Reading Assessments</li> <li>McGraw Hill Wonderworks Supplemental Intervention material</li> <li>I-Ready Instructional Tools and Resources</li> <li>CPALMS</li> <li>Harvey &amp; Goud Comprehension Toolbox</li> <li>Florida Center for Reading Research (FCRR)</li> </ul>	Explicit Vocabulary Instruction with attention to tiered words, Word study using affixes, Word Categorization Activities, Personal Storytelling, Structured Read-Alouds, Matching Concrete Objects to Words, Word to Picture Matching, Compound Word Activities, Student Made Active Word Walls, Concept Word Walls, Semantic Word Mapping, Word Sorts, Oral Language Development Activities, Use of sound effects for discrimination and identification (picture and word level), and various word games from <u>Active Word Play: Games and Activities That Build Vocabulary</u> , by Jane Feber	<a href="http://www.fcrr.org/">http://www.fcrr.org/</a> <u>What Research Has To Say About Reading Instruction</u> by the International Reading Association  <u>Active Word Play: Games and Activities That Build Vocabulary</u> , by Jane Feber  <u>When Kids Can't Read: What Teachers Can Do About It</u> , by Kylene Beers
<b>COMPREHENSION</b>	<ul style="list-style-type: none"> <li>McGraw Hill Wonders Core Reading Program</li> <li>McGraw Hill Wonderworks Supplemental Intervention material</li> <li>I-Ready Instructional Tools and Resources</li> <li>STARS (Curriculum Associates)</li> <li>Florida Center for Reading Research (FCRR)</li> <li>Junior Great Books</li> <li>SRA</li> <li>Scholastic Guided Reading program</li> <li>Harvey &amp; Goud Comprehension Toolbox</li> </ul>	Structured Read Alouds, Paraphrasing/Retellings after a listening activity, Sequencing Activities, Student Made Active Word Walls, Concept Word Walls, Charades based Stories or listening activities, Teacher Guided: character maps, outlining and graphic organizers. Literature Circles, Socratic Seminar	<a href="http://www.fcrr.org/">http://www.fcrr.org/</a> <u>What Research Has To Say About Reading Instruction</u> by the International Reading Association  <u>When Kids Can't Read: What Teachers Can Do About It</u> , by Kylene Beers

<b>Understanding Multisensory Instruction</b>	Resource <a href="#">Myths/IDA.OG.Fact.Sheet.pdf</a>
<b>Supporting Students with Dyslexia and Various Reading Difficulties</b>	Resources <a href="#">Dyslexia in the Classroom: What Every Teacher Should Know</a>  <a href="#">Just the Facts for Teachers</a>  Resource for Parents <a href="#">Just the Facts for Parents</a>



**Flagler Schools 2019-20120: Grades 7-8 Identification/Intervention Decision Tree**

Progress Monitoring Assessment	Dates	What Is Assessed	IF	Then			
<p><b>Grades 7-8:</b></p> <p><b>I-Ready Diagnostic</b></p>	<p>AP 1 Fall</p> <p>AP 2 Winter</p> <p>AP 3 Optional Pending AP 2 Growth</p>	<ul style="list-style-type: none"> <li>● Phonological Awareness</li> <li>● Phonics</li> <li>● High Frequency Words</li> <li>● Vocabulary</li> <li>● Comprehension: Literature</li> <li>● Comprehension: Informational Text</li> </ul> <p>Each component assessed is individually ranked using a Profile score from 1 to 5. Profile rankings of 3 and higher are considered on grade level. The profile rankings are also used to support skills based grouping and recommended instructional paths.</p>	<p>If a student falls below the grade level scale score indicated below, the student’s growth does not align with the AP1, AP2, or AP3 grade level scale score expectations throughout the duration of the school year:</p> <p><b>I-Ready Diagnostic Scale Scores</b></p> <p><b><u>Typical entry level scores by grade level</u></b></p> <p>Gr 6: 598 Gr 7: 609 Gr 8: 620</p> <p>The AP1, AP2, and AP3 scale score expectations for each grade level are as follows:</p> <table border="1" data-bbox="854 1317 1142 1438"> <tr> <td>Grade 7</td> </tr> <tr> <td>AP1: 609-631</td> </tr> <tr> <td>AP2: 632-653</td> </tr> </table>	Grade 7	AP1: 609-631	AP2: 632-653	<p>The overall scale score and skills based profile rankings will be used to determine the daily level of instruction, enrichment and remediation. More intensity will be provided through increased time, smaller group sizes, and more targeted instruction. Diagnostic data will also be reviewed for MTSS interventions.</p> <p><b><u>Intervention Placement</u></b></p> <p>All students scoring a level 1 on the FSA ELA are placed in Intensive Reading. Interventions are provided through ELA instruction, Intensive Reading, and a 45-60 minute additional intervention block.</p> <p>All students scoring a level 2 on the FSA ELA and or demonstrating below level performance the I-Ready Diagnostic and course work are provided interventions through the ELA block and the 45-60 minute additional intervention block.</p> <p><b><u>Tier 1</u></b></p> <p><b>Above Level Scale Score on the I-Ready Diagnostic with Profile Levels of 3 and Higher:</b></p> <p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>● <i>SpringBoard</i> for ELA instruction</li> <li>● <i>HMH Collections</i> for intervention needs</li> <li>● i-Ready Teacher Toolbox</li> <li>● CPALMS</li> <li>● Standards Based Instruction</li> <li>● <i>Ready Florida LAFS:</i> English Language Arts</li> </ul> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>● Differentiated Instruction</li> </ul>
Grade 7							
AP1: 609-631							
AP2: 632-653							

			<table border="1"> <tr> <td data-bbox="854 73 1138 110">AP3: 654-669</td> </tr> <tr> <td data-bbox="854 110 1138 191">Grade 8</td> </tr> <tr> <td data-bbox="854 191 1138 228">AP1: 620-641</td> </tr> <tr> <td data-bbox="854 228 1138 266">AP2: 642-669</td> </tr> <tr> <td data-bbox="854 266 1138 303">AP3: 670-684</td> </tr> <tr> <td data-bbox="854 303 1138 555"></td> </tr> </table>	AP3: 654-669	Grade 8	AP1: 620-641	AP2: 642-669	AP3: 670-684		<ul style="list-style-type: none"> <li>● Learning Focused Strategies</li> <li>● Universal Design for Learning</li> <li>● Explicit instruction with modeling</li> <li>● Small group instruction</li> <li>● Literature circles</li> <li>● Reciprocal teaching</li> <li>● Independent reading with scaffolds</li> <li>● Text-based writing responses aligned to standards</li> <li>● Use of scaffolds/frameworks for writing tasks</li> <li>● Before, during, and after reading strategies</li> <li>● Consistent use of graphic organizers</li> <li>● Consistent use of formative assessments</li> </ul>
AP3: 654-669										
Grade 8										
AP1: 620-641										
AP2: 642-669										
AP3: 670-684										
				<p><b><u>Tier 2 Instruction and Interventions</u></b></p> <p><b>On Level Scale Score on the I-Ready Diagnostic Screener with most profile levels at 3 and above:</b></p> <p>Programs/strategies available in the district to address these needs.</p> <p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>● <i>HMH Collections</i> for Reading Instruction</li> <li>● <i>SpringBoard</i> for supplemental ELA instruction</li> <li>● <i>Ready Florida LAFS</i>: English Language Arts</li> <li>● i-Ready Teacher Toolbox</li> <li>● CPALMS</li> <li>● Standards Based Instruction</li> <li>● Audiobooks/Interactive multimedia texts (embedded in textbooks' digital platforms)</li> </ul> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>● Modeled fluency with read alouds</li> <li>● Explicit instruction</li> <li>● Student fluency practice with recordings</li> </ul>						

- Learning Focused Strategies
- Universal Design for Learning
- Small group instruction
- Literature circles
- Reciprocal teaching
- Independent reading with differentiated reading logs/tasks
- Text-based writing responses aligned to standards
- Use of scaffolds/frameworks for writing tasks
- Consistent use of graphic organizers
- Consistent use of formative assessments

**Emerging Level Scale Score on the I-Ready Diagnostic with most profile ranking at a 2 or 3 with deficiency in comprehension.**

Programs/strategies available in the district to address these needs.

**Programs:**

- *HMH Collections* for Reading Instruction
- *HMH Collections* digital tutorials for intervention
- *SpringBoard* for supplemental ELA instruction
- *Florida Ready* series
- *Great Leaps* Series
- MobyMax
- i-Ready Teacher Toolbox
- CPALMS
- Standards Based Instruction
- Audiobooks/Interactive multimedia texts (embedded in textbooks' digital platforms)

**Instructional Strategies:**

- Modeled read alouds
- Strong vocabulary scaffolding
- Echo reading/Choral reading

- Repeated reading
- Phrased reading
- Reader's Theater
- Student-adult reading
- Audiobooks with independent reading
- Universal Design for Learning
- Small group instruction
- Literature circles
- Reciprocal teaching
- Independent reading with differentiated reading logs/tasks
- Consistent use of graphic organizers
- Consistent use of formative assessments

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**Tier 3 / Intensive Instruction and Interventions**  
**Emerging and Below Level Scale Score on the I-Ready Diagnostic with most profile ranking at a 2 and lower with significant deficiencies in comprehension, fluency and vocabulary.**

List programs/strategies available in the district to address these needs.

**Programs:**

- Intensive Reading Instruction
- *HMH Collections* for Reading Instruction
- *HMH Collections* digital tutorials for intervention
- *SpringBoard* for supplemental ELA instruction
- *Florida Ready* series
- MobyMax
- i-Ready Teacher Toolbox
- CPALMS
- Standards Based Instruction
- Audiobooks/Interactive multimedia texts (embedded in textbooks' digital platforms)

				<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"><li>● Instruction in word parts/roots/prefixes/suffixes</li><li>● Targeted small group instruction based on vocabulary and syntax</li><li>● Modeled read alouds</li><li>● Modeled metacognition/think alouds</li><li>● Explicit instruction</li><li>● Consistent use of graphic organizers</li><li>● Learning Focused Strategies</li><li>● Universal Design for Learning</li><li>● Small group instruction</li><li>● Independent reading with differentiated reading logs/tasks</li><li>● Text-based writing responses aligned to standards</li><li>● Use of scaffolds/frameworks for writing tasks</li><li>● Consistent use of formative assessments</li></ul> <p><b>Emerging Scale score on the I-Ready Diagnostic that is far below grade level with all profile ranking at a 1 or 2 with significant deficiencies in phonics, fluency, vocabulary, and comprehension.</b></p> <p>List programs/strategies available in the district to address these needs.</p> <p><b>Programs:</b></p> <ul style="list-style-type: none"><li>● Intensive Reading Instruction</li><li>● <i>HMH Collections</i> for Reading Instruction</li><li>● <i>HMH Collections</i> digital tutorials for intervention</li><li>● <i>SpringBoard</i> for supplemental ELA instruction</li><li>● <i>Florida Ready</i> series</li><li>● MobyMax</li><li>● <i>Great Leaps</i> Series</li><li>● i-Ready Teacher Toolbox</li><li>● CPALMS</li></ul>
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				<ul style="list-style-type: none"> <li>● Standards Based Instruction</li> <li>● Audiobooks/Interactive multimedia texts (embedded in textbooks' digital platforms)</li> </ul> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>● Strong vocabulary scaffolding</li> <li>● Echo reading/Choral reading</li> <li>● Repeated reading</li> <li>● Phrased reading</li> <li>● Reader's Theater</li> <li>● Student-adult reading</li> <li>● Audiobooks with independent reading</li> <li>● Text chunking</li> <li>● Universal Design for Learning</li> <li>● Instruction in word parts/ roots/ prefixes/ suffixes</li> <li>● Targeted small group instruction</li> <li>● Modeled read alouds</li> <li>● Modeled metacognition/think alouds</li> <li>● Explicit instruction</li> <li>● Consistent use of graphic organizers</li> <li>● Learning Focused Strategies</li> <li>● Universal Design for Learning</li> <li>● Small group instruction</li> <li>● Independent reading with differentiated reading logs/tasks</li> <li>● Text-based writing responses aligned to standards</li> <li>● Use of scaffolds/frameworks for writing tasks</li> <li>● Consistent use of formative assessments</li> </ul>
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## Reading Interventions and Parent Communication

**Tier 2 and Tier 3 Interventions:**

All students who have received intensive interventions for two or more years, have been retained for a total of two years, scored a level 1 or level 2 in the FSA, or demonstrate reading deficiencies are provided an additional 30 to 45 minutes of intensive intervention support in addition to the traditional 90 minute reading block. This is referred to as the Intervention-Block and is provided by the core-reading teachers with support of interventionists and support facilitators. Parents should be notified and included in the development of these interventions using the

protocols outlined in the next section. Additional intervention support is provided throughout the day by the reading coaches, support facilitators, and MTSS specialists. The time of day in which the support is provided will vary and is determined by school specific scheduling.

Students identified as in need of intensive intervention through reading data are also provided opportunities for additional tutoring that may occur before or after school or during non-instructional time within the school day. These programs may be funded through SAI or SES dollars and will include consultation with the reading intention teachers and reading coach. At some schools, there are homework assistance programs. The content and interventions used have always been aligned to data from core instruction along with existing tier 2/3 interventions plans. These supports have always been provided by school-based classroom teachers and never outsourced.

**The following students will be considered eligible for this support:**

- Students with one or more retentions
- Students with a level 1 or 2 on the Reading FSA
- Grade 3 students promoted by good cause the previous year
- Students with current year data indicating below average performance in reading/language arts
- Students with 1 or more subject failures connected to literacy deficits
- Student recommended by the school-based TPST

**Parental Engagement in the MTSS Process Across All Tiers of Instruction**

**Tier 1/Core:** The parent should be notified when it is determined that his/her student is in need of more intensive instruction in core through differentiated instruction and additional small group. This is documented on the PMP (Progress Monitoring Plan). Teachers are expected to solicit the parent’s input and document it. The parent is provided with the ***Parent Guide to Multi-Tiered System of Supports*** and the Family assistance document.

**Tier 2:** The parent should be notified when the response to interventions in core has been determined as questionable or poor and the student needs more intensive instruction beyond Tier 1/Core. A TPST meeting is held and the parent is invited to attend and provide intervention recommendations. This is documented on the Tier 2/3 Intervention Plan form. The parent is then provided with the PMP documentation, the ***Parent Information for Students Receiving Intensive Interventions*** and the ***Notice of Procedural Safeguards for Parents of Students with Disabilities*** upon parental request.

**Tier 3:** The parent should be notified when the response to Tier 2 interventions has been determined as questionable or poor and the student needs more intensive instruction beyond Tier 2 interventions. A TPST meeting is held and the parent is invited to attend and provide intervention recommendations. This is documented on the Tier 2/3 Intervention Plan form. The parent is then provided with ***Notice of Procedural Safeguards for Parents of Students with Disabilities*** upon parent request and any intervention documentation the parent may requests.

**Eligibility for Special Education Services:** The parent should be notified when the response to Tier 3 interventions has been determined as questionable or poor and the student could be best served through Special Education supports. The parent is then provided with ***Notice of Procedural Safeguards for Parents of Students with Disabilities***. An Eligibility TPST meeting is scheduled and the parent is invited to attend and provide input.

<p><b>Understanding Multisensory Instruction</b></p>	<p>Resource  <a href="https://www.ida.org/fact-sheet">Myths/IDA.ORG.Fact.Sheet.pdf</a></p>
<p><b>Supporting Students with Dyslexia and Various Reading Difficulties</b></p>	<p>Resources  <a href="#">Dyslexia in the Classroom: What Every Teacher Should Know</a></p>

	<a href="#">Just the Facts for Teachers</a> Resource for Parents <a href="#">Just the Facts for Parents</a>
<b>Supporting English Language Learners</b>	<a href="#">ESOL Resource Folder</a>

Materials and Activities Chart Grades 7 8			
	Programs/Materials	Activities	References
<b>Phonemic Awareness</b>	Moby Max <i>Great Leaps Series</i> FAIR-FS Decision Tree Resources CPALMS  <i>Ready Florida</i> LAFS: English Language Arts  iReady online instruction	Small group/individual instruction: <ul style="list-style-type: none"> <li>Phoneme manipulation</li> <li>Segmenting, blending, identifying, categorizing phonemes</li> <li>Word analysis</li> <li>Universal Design for Learning Framework- provide multiple means of engagement, representation, action, and expression</li> </ul>	<a href="http://www.fcrr.org">www.fcrr.org</a>  Beers, G. K. (2003). <i>When kids can't read: What teachers can do</i> . Portsmouth, NH: Heinemann.  Cunningham, P., & Allington, R. (2007). <i>Classrooms that work: They can all read and write- 4<sup>th</sup> edition</i> . Boston, MA: Allyn and Bacon.  Meyer, A., Rose, D.H., & Gordon, D. (2014). <i>Universal design for learning: Theory and practice</i> . Wakefield, MA: CAST.
<b>Phonics/ Word Analysis</b>	Moby Max <i>Great Leaps Series</i> FAIR-FS Decision Tree Resources CPALMS  <i>Ready Florida</i> LAFS: English Language Arts  iReady online instruction	Small group/individual instruction: <ul style="list-style-type: none"> <li>Phoneme manipulation</li> <li>Segmenting, blending, identifying, categorizing phonemes</li> <li>Word analysis</li> <li>Universal Design for Learning Framework- provide multiple means of engagement, representation, action, and expression</li> </ul>	<a href="http://www.fcrr.org">www.fcrr.org</a>  Beers, G. K. (2003). <i>When kids can't read: What teachers can do</i> . Portsmouth, NH: Heinemann.  Cunningham, P., & Allington, R. (2007). <i>Classrooms that work: They can all read and write- 4<sup>th</sup> edition</i> . Boston, MA: Allyn and Bacon.  Meyer, A., Rose, D.H., & Gordon, D. (2014). <i>Universal design for learning: Theory and practice</i> . Wakefield, MA: CAST.

<p style="text-align: center;"><b>Fluency</b></p>	<p>Moby Max Great Leaps Series FAIR-FS Decision Tree Resources CPALMS</p> <p><i>Ready Florida</i> LAFS: English Language Arts</p> <p>iReady online instruction</p>	<ul style="list-style-type: none"> <li>● Use of computerized adaptive practice on MobyMax</li> <li>● Repeated Reading</li> <li>● Timed repeated readings</li> <li>● Sight word practice</li> <li>● Echo Reading</li> <li>● Modeled Fluent Reading</li> <li>● Oral Cloze Reading/Partner Cloze</li> <li>● Reader’s Theater</li> <li>● Audiobooks with independent reading</li> <li>● Targeted fluency-based small group and individual instruction</li> <li>● Universal Design for Learning Framework- provide multiple means of engagement, representation, action, and expression</li> </ul>	<p>Beers, G. K. (2003). <i>When kids can’t read: What teachers can do</i>. Portsmouth, NH: Heinemann.</p> <p>Cunningham, P., &amp; Allington, R. (2007). <i>Classrooms that work: They can all read and write- 4<sup>th</sup> edition</i>. Boston, MA: Allyn and Bacon.</p> <p>Meyer, A., Rose, D.H., &amp; Gordon, D. (2014). <i>Universal design for learning: Theory and practice</i>. Wakefield, MA: CAST.</p>
<p style="text-align: center;"><b>Vocabulary</b></p>	<p><i>HMH Collections</i> <i>SpringBoard</i> Learning Focused Graphic Organizers <i>Florida Ready</i> Series</p> <p><i>Ready Florida</i> LAFS: English Language Arts</p> <p>iReady online instruction</p>	<ul style="list-style-type: none"> <li>● Authentic, live word walls</li> <li>● Word sorts</li> <li>● Word splashes</li> <li>● Word attack skills</li> <li>● Explicit instruction of word parts</li> <li>● Model fluency</li> <li>● Cloze passages</li> <li>● Targeted fluency-based small group and individual instruction</li> <li>● Direct instruction of words important to the text</li> <li>● Accessing/activating background knowledge</li> <li>● Universal Design for Learning Framework- provide multiple means of engagement, representation, action, and expression</li> </ul>	<p>Beers, G. K. (2003). <i>When kids can’t read: What teachers can do</i>. Portsmouth, NH: Heinemann.</p> <p>Cunningham, P., &amp; Allington, R. (2007). <i>Classrooms that work: They can all read and write- 4<sup>th</sup> edition</i>. Boston, MA: Allyn and Bacon.</p> <p>Hattie, J. (2009). <i>Visible learning: A synthesis of over 800 meta-analyses relating to achievement</i>. Thousand Oaks, CA: Corwin SAGE.</p> <p>Learning Focused Framework, Max Thompson.</p> <p>Marzano, R., Pickering, D., and Pollock, J.(2001). <i>Classroom instruction that works</i>. Alexandria, VA: ASCD.</p> <p>Meyer, A., Rose, D.H., &amp; Gordon, D. (2014). <i>Universal design for learning: Theory and practice</i>. Wakefield, MA: CAST.</p>
<p style="text-align: center;"><b>Comprehension</b></p>	<p><i>HMH Collections</i> <i>SpringBoard</i> Learning Focused Graphic Organizers <i>Florida Ready</i> Series</p>	<ul style="list-style-type: none"> <li>● Reciprocal teaching</li> <li>● Teacher modeling metacognition while reading</li> <li>● Literature circles</li> <li>● Cornell notes</li> <li>● Socratic seminars</li> <li>● Close reading strategies and text annotation</li> <li>● Text-based writing</li> <li>● Summarization</li> <li>● Turn and talk</li> </ul>	<p>Beers, G. K. (2003). <i>When kids can’t read: What teachers can do</i>. Portsmouth, NH: Heinemann.</p> <p>Beers, G. K., and Probst, R. E. (2012). <i>Notice &amp; note: Strategies for close reading</i>. Portsmouth, NH: Heinemann.</p>

	<p>Ready Florida LAFS: English Language Arts</p> <p>iReady online instruction</p>	<ul style="list-style-type: none"> <li>● Non-fiction: Strategies from Beers and Probst's <i>Stances &amp; Signposts</i></li> <li>● Fiction: Strategies from Beers and Probst's <i>Notice &amp; Note</i></li> <li>● Strategic use of graphic organizers while reading</li> <li>● Universal Design for Learning Framework- provide multiple means of engagement, representation, action, and expression</li> </ul>	<p>Beers, G. K., and Probst, R. E. (2015). Reading non-fiction <i>Notice &amp; note: Stances, signposts, and strategies</i>. Portsmouth, NH: Heinemann.</p> <p>Hattie, J. (2009). <i>Visible learning: A synthesis of over 800 meta-analyses relating to achievement</i>. Thousand Oaks, CA: Corwin SAGE.</p> <p>Learning Focused Framework, Max Thompson.</p> <p>Meyer, A., Rose, D.H., &amp; Gordon, D. (2014). <i>Universal design for learning: Theory and practice</i>. Wakefield, MA: CAST.</p>
<p>Oral Language</p>	<p>Moby Max Great Leaps Series FAIR-FS Decision Tree Resources CPALMS HMH Collections SpringBoard Learning Focused Graphic Organizers</p>	<ul style="list-style-type: none"> <li>● Promotion of authentic, accountable student talk</li> <li>● Use of strong discussion prompts</li> <li>● Independent reading with audiobooks</li> <li>● Modeled speaking skills</li> <li>● Think-pair-share</li> <li>● Exposure to language and context</li> <li>● Practice precise language use</li> </ul>	<p>Beers, G. K., and Probst, R. E. (2015). Reading non-fiction <i>Notice &amp; note: Stances, signposts, and strategies</i>. Portsmouth, NH: Heinemann.</p> <p>Cunningham, P., &amp; Allington, R. (2007). <i>Classrooms that work: They can all read and write- 4<sup>th</sup> edition</i>. Boston, MA: Allyn and Bacon.</p> <p>Meyer, A., Rose, D.H., &amp; Gordon, D. (2014). <i>Universal design for learning: Theory and practice</i>. Wakefield, MA: CAST.</p>

**DT3: Flagler Schools K-12 Reading Plan 2019-2020: Grades 9-12 Identification/Intervention Decision Tree**

<b>Progress Monitoring Assessments</b>	<b>Dates</b>	<b>If</b>	<b>Then</b>	<b>Programs/ Materials/ Strategies</b>
<p><b>Grades 9-12:</b> Administer FAIR-FS to students scoring below expectations on the state accountability assessment.</p>	<p><i>Assessment Period 1:</i> August- November 2019</p> <p><i>Assessment Period 2:</i> November 2019 - February 2020</p>	<p>Student's Probability of Literacy Success (PL) is at or above 85% (Green Success Zone)</p>	<p><b>Green Success Zone*</b></p> <p>Classroom teachers will:</p> <ul style="list-style-type: none"> <li>● Consider individual students' strengths and weaknesses in decoding, vocabulary, and comprehension for targeting small group instruction</li> <li>● Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</li> </ul>	<p>All students scoring a level one on the FSA ELA are placed in Intensive Reading. Intervention are provided through ELA instruction, Intensive Reading, and the Learning Strategies Course.</p> <p>All students scoring a level 2 on the FSA ELA and or demonstrating below level performance the FAIR assessment and/or course work are provided interventions through the ELA block and the Learning Strategies course.</p> <p><b><u>Tier 1</u></b> <b>Green Success Zone</b> List programs/strategies available in the district to address these needs.</p> <p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>● <i>SpringBoard</i> for ELA instruction</li> <li>● <i>HMH Collections</i> for intervention needs</li> <li>● FAIR-FS decision tree resources</li> <li>● CPALMS</li> <li>● Standards Based Instruction</li> <li>● Read180</li> <li>● Teengagement</li> <li>● USATestPrep</li> </ul> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>● Differentiated Instruction</li> <li>● Learning Focused Strategies</li> </ul>

				<ul style="list-style-type: none"> <li>● Universal Design for Learning</li> <li>● Explicit instruction with modeling</li> <li>● Small group instruction</li> <li>● Literature circles</li> <li>● Reciprocal teaching</li> <li>● Independent reading with scaffolded tasks</li> <li>● Text-based writing responses aligned to standards</li> <li>● Use of scaffolds/frameworks for writing tasks</li> <li>● Before, during, and after reading strategies</li> <li>● Consistent use of graphic organizers</li> <li>● Consistent use of formative assessments</li> </ul>
		<p>Student's Probability of Literacy Success (PL) is 84% or less (Yellow or Red Success Zone)</p>	<p><b>Students receive the Syntactic Knowledge score. Use this score along with the WRT &amp; VKT scores to form a profile to determine the appropriate programs/materials/strategies required to meet grade level standards.</b></p> <p><b>WRT, VKT, SKT scores are above the 30<sup>th</sup> percentile</b></p> <p>Classroom teachers will:</p> <ul style="list-style-type: none"> <li>● Provide enhanced instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</li> </ul>	<p><b>If a student's scores indicate sufficient decoding (WRT) and oral language skills (VKT, SKT).</b></p> <p>List programs/strategies available in the district to address these needs.</p> <p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>● <i>HMH Collections</i> for Reading Instruction</li> <li>● <i>SpringBoard</i> for supplemental ELA instruction</li> <li>● FAIR-FS decision tree resources</li> <li>● CPALMS</li> <li>● Standards Based Instruction</li> <li>● Learning Ally Audiobooks</li> <li>● Audiobooks/Interactive multimedia texts (embedded in textbooks' digital platforms)</li> <li>● Read180</li> <li>● Teengagement</li> <li>● USATestPrep</li> </ul> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>● Modeled fluency with read alouds</li> <li>● Explicit instruction</li> </ul>

			<p><b>WRT is below 30<sup>th</sup> percentile:</b></p> <p>Classroom teachers will:</p> <ul style="list-style-type: none"> <li>● Assess fluency (rate, accuracy, and expression) through having the student orally read a passage. If the student reads fluently, then work on comprehension strategies.</li> <li>● If the student struggles with reading fluently, then work on strategies addressing fluency (rate and accuracy).</li> </ul>	<ul style="list-style-type: none"> <li>● Student fluency practice with recordings</li> <li>● Learning Focused Strategies</li> <li>● Universal Design for Learning</li> <li>● Small group instruction</li> <li>● Literature circles</li> <li>● Reciprocal teaching</li> <li>● Independent reading with differentiated reading logs/tasks</li> <li>● Text-based writing responses aligned to standards</li> <li>● Use of scaffolds/frameworks for writing tasks</li> <li>● Consistent use of graphic organizers</li> <li>● Consistent use of formative assessments</li> </ul> <hr/> <p><b><u>Tier 2</u></b></p> <p><b>If a student's scores indicate difficulties with word recognition (WRT, fluency) only.</b></p> <p>List programs/strategies available in the district to address these needs.</p> <p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>● <i>HMH Collections</i> for Reading Instruction</li> <li>● <i>HMH Collections</i> digital tutorials for intervention</li> <li>● <i>SpringBoard</i> for supplemental ELA instruction</li> <li>● <i>Paths to College and Career: English Language Arts</i></li> <li>● FAIR-FS decision tree resources</li> <li>● CPALMS</li> <li>● Standards Based Instruction</li> <li>● Audiobooks/Interactive multimedia texts (embedded in textbooks' digital platforms)</li> <li>● Read180</li> <li>● Teengagement</li> <li>● USATestPrep</li> </ul>
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			<ul style="list-style-type: none"> <li>● If the student has a high error rate, provide instruction in basic phonics (letter/sound patterns, syllable types, etc).</li> </ul> <p><b>VKT is below 30<sup>th</sup> percentile:</b></p> <p>Classroom teachers will:</p> <ul style="list-style-type: none"> <li>● Provide instruction in base/root words and prefixes/suffixes</li> <li>● Provide other intensive vocabulary instruction.</li> </ul> <p><b>SKT is below 30<sup>th</sup> percentile:</b></p> <p>Classroom teachers will:</p> <ul style="list-style-type: none"> <li>● Provide explicit instruction in sentence</li> </ul>	<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>● Teach patterns (CVC, CVE, etc) within context</li> <li>● Modeled read alouds</li> <li>● Strong vocabulary scaffolding</li> <li>● Echo reading/Choral reading</li> <li>● Repeated reading</li> <li>● Phrased reading</li> <li>● Reader’s Theater</li> <li>● Student-adult reading</li> <li>● Audiobooks with independent reading</li> <li>● Universal Design for Learning</li> <li>● Small group instruction</li> <li>● Literature circles</li> <li>● Reciprocal teaching</li> <li>● Independent reading with differentiated reading logs/tasks</li> <li>● Consistent use of graphic organizers</li> <li>● Consistent use of formative assessments</li> </ul> <p><b>If a student’s scores indicate difficulties with oral language (VKT, SKT) only with some deficiencies in reading:</b></p> <p>List programs/strategies available in the district to address these needs.</p> <p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>● <i>HMH Collections</i> for Reading Instruction</li> <li>● <i>HMH Collections</i> digital tutorials for intervention</li> <li>● <i>SpringBoard</i> for supplemental ELA instruction</li> <li>● <i>Paths to College and Career: English Language Arts</i></li> <li>● FAIR-FS decision tree resources</li> <li>● CPALMS</li> <li>● Standards Based Instruction</li> <li>● Audiobooks/Interactive multimedia texts (embedded in textbooks’ digital platforms)</li> </ul>
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			<p>construction and determining how clauses and ideas relate to one another throughout a text.</p>	<ul style="list-style-type: none"> <li>● Read180</li> <li>● Teengagement</li> <li>● USATestPrep</li> </ul> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>● Instruction in word parts/roots/prefixes/suffixes</li> <li>● Targeted small group instruction based on vocabulary and syntax</li> <li>● Text Chunking</li> <li>● Listen and repeat</li> <li>● Provide purpose for listening</li> <li>● Modeled read alouds</li> <li>● Explicit instruction</li> <li>● Consistent use of graphic organizers</li> <li>● Learning Focused Strategies</li> <li>● Universal Design for Learning</li> <li>● Small group instruction</li> <li>● Literature circles</li> <li>● Reciprocal teaching</li> <li>● Independent reading with differentiated reading logs/tasks</li> <li>● Text-based writing responses aligned to standards</li> <li>● Use of scaffolds/frameworks for writing tasks</li> <li>● Consistent use of formative assessments</li> </ul> <p><b><u>Tier 3 Intensive Instruction and Interventions</u></b>  <b>If a student's scores indicate difficulties with both decoding (WRT) and oral language (VKT, SKT) and the student demonstrates significant deficiencies in reading :</b>  List programs/strategies available in the district to address these needs.</p> <p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>● <i>HMH Collections</i> for Reading Instruction</li> </ul>
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				<ul style="list-style-type: none"> <li>● <i>HMH Collections</i> digital tutorials for intervention</li> <li>● <i>SpringBoard</i> for supplemental ELA instruction</li> <li>● <i>Paths to College and Career: English Language Arts</i></li> <li>● FAIR-FS decision tree resources</li> <li>● CPALMS</li> <li>● Standards Based Instruction</li> <li>● Audiobooks/Interactive multimedia texts (embedded in textbooks' digital platforms)</li> <li>● Read180</li> <li>● Teengagement</li> <li>● USATestPrep</li> </ul> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>● Strong vocabulary scaffolding</li> <li>● Echo reading/Choral reading</li> <li>● Repeated reading</li> <li>● Phrased reading</li> <li>● Reader's Theater</li> <li>● Student-adult reading</li> <li>● Audiobooks with independent reading</li> <li>● Instruction in word parts/ roots/ prefixes/ suffixes</li> <li>● Targeted small group instruction</li> <li>● Modeled read alouds with modeled metacognition and gradual release to students</li> <li>● Consistent use of graphic organizers while reading</li> <li>● Text annotation</li> <li>● Use of Beers and Probst's Notice and Note Signposts while reading</li> <li>● Learning Focused Strategies</li> <li>● Universal Design for Learning</li> <li>● Literature circles</li> <li>● Reciprocal teaching</li> <li>● Independent reading with differentiated reading logs/tasks</li> <li>● Use of scaffolds/frameworks for writing tasks</li> </ul>
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- Text-based writing responses aligned to standards
- Consistent use of formative assessments

For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. Parent notification shall take place when a student is placed into an Intensive Reading course due to FSA ELA achievement level, FAIR-FS data, or other assessment data.

**Examples of changes in instruction/materials:**

*Pursuant to Section 1008.25, F.S., schools will notify parents of the reading deficiency and placement change for students. Placement in the following courses is based on a combination of data, including FSA scores, FAIR data, progress monitoring data, class grades, and formative/summative assessments.*

- Placement in double-blocked ELA/Intensive Reading course in grades 9-10 (FSA ELA Level 1)
- Placement in stand-alone Intensive Reading course in grades 9-12 (FSA ELA Level 1-2)
- Placement in core course with Reading Endorsed teacher in grades 9-11 (FSA ELA Level 2)
- Placement in elective identified to address the skills and/or attitudes of struggling readers in grade 9 (FSA ELA Level 2)
- Additional specific instruction through the MTSS process with intervention teacher in grades 9-12 (at any point when a student is not making gains)

## Reading Interventions and Parent Communication

**Tier 2 and Tier 3 Interventions:**

All students who have received intensive interventions for two or more years, have been retained for a total of two years, scored a level 1 or level 2 in the FSA, or demonstrate reading deficiencies are provided an additional 30 to 45 minutes of intensive intervention support in addition to the traditional 90 minute reading block. This is referred to as the Intervention-Block and is provided by the core-reading teachers with support of interventionists and support facilitators. Parents should be notified and included in the development of these interventions using the protocols outlined in the next section. Additional intervention support is provided throughout the day by the reading coaches, support facilitators, and MTSS specialists. The time of day in which the support is provided will vary and is determined by school specific scheduling.

Students identified as in need of intensive intervention through reading data are also provided opportunities for additional tutoring that may occur before or after school or during non-instructional time within the school day. These programs may be funded through SAI or SES dollars and will include consultation with the reading intention teachers and reading coach. At some schools, there are homework assistance programs. The content and interventions used have always been aligned to data from core instruction along with existing tier 2/3 interventions plans. These supports have always been provided by school-based classroom teachers and never outsourced.

**The following students will be considered eligible for this support:**

- Students with one or more retentions
- Students with a level 1 or 2 on the Reading FSA
- Grade 3 students promoted by good cause the previous year

- Students with current year data indicating below average performance in reading/language arts
- Students with 1 or more subject failures connected to literacy deficits
- Student recommended by the school-based TPST

**Parental Engagement in the MTSS Process Across All Tiers of Instruction**

**Tier 1/Core:** The parent should be notified when it is determined that his/her student is in need of more intensive instruction in core through differentiated instruction and additional small group. This is documented on the PMP (Progress Monitoring Plan). Teachers are expected to solicit the parent’s input and document it. The parent is provided with the **Parent Guide to Multi-Tiered System of Supports** and the Family assistance document.

**Tier 2:** The parent should be notified when the response to interventions in core has been determined as questionable or poor and the student needs more intensive instruction beyond Tier 1/Core. A TPST meeting is held and the parent is invited to attend and provide intervention recommendations. This is documented on the Tier 2/3 Intervention Plan form. The parent is then provided with the PMP documentation, the **Parent Information for Students Receiving Intensive Interventions** and the **Notice of Procedural Safeguards for Parents of Students with Disabilities** upon parental request.

**Tier 3:** The parent should be notified when the response to Tier 2 interventions has been determined as questionable or poor and the student needs more intensive instruction beyond Tier 2 interventions. A TPST meeting is held and the parent is invited to attend and provide intervention recommendations. This is documented on the Tier 2/3 Intervention Plan form. The parent is then provided with **Notice of Procedural Safeguards for Parents of Students with Disabilities** upon parent request and any intervention documentation the parent may requests.

**Eligibility for Special Education Services:** The parent should be notified when the response to Tier 3 interventions has been determined as questionable or poor and the student could be best served through Special Education supports. The parent is then provided with **Notice of Procedural Safeguards for Parents of Students with Disabilities**. An Eligibility TPST meeting is scheduled and the parent is invited to attend and provide input.

<p><b>Understanding Multisensory Instruction</b></p>	<p>Resource  <a href="#">Myths/IDA.OG.Fact.Sheet.pdf</a></p>
<p><b>Supporting Students with Dyslexia and Various Reading Difficulties</b></p>	<p>Resources  <a href="#">Dyslexia in the Classroom: What Every Teacher Should Know</a>  <a href="#">Just the Facts for Teachers</a>            Resource for Parents  <a href="#">Just the Facts for Parents</a></p>
<p><b>Supporting English Language Learners</b></p>	<p><a href="#">ESOL Resource Folder</a></p>

Materials and Activities Chart Grades 9 12			
	Programs/Materials	Activities	References
Phonemic Awareness	FAIR-FS Decision Tree Resources CPALMS	Small group/individual instruction: <ul style="list-style-type: none"> <li>• Phoneme manipulation</li> <li>• Segmenting, blending, identifying, categorizing phonemes</li> <li>• Word analysis</li> <li>• Universal Design for Learning Framework- provide multiple means of engagement, representation, action, and expression</li> </ul>	<a href="http://www.fcrr.org">www.fcrr.org</a>  Beers, G. K. (2003). <i>When kids can't read: What teachers can do</i> . Portsmouth, NH: Heinemann.  Cunningham, P., & Allington, R. (2007). <i>Classrooms that work: They can all read and write- 4<sup>th</sup> edition</i> . Boston, MA: Allyn and Bacon.  Meyer, A., Rose, D.H., & Gordon, D. (2014). <i>Universal design for learning: Theory and practice</i> . Wakefield, MA: CAST.
Phonics/ Word Analysis	FAIR-FS Decision Tree Resources CPALMS	Small group/individual instruction: <ul style="list-style-type: none"> <li>• Phoneme manipulation</li> <li>• Segmenting, blending, identifying, categorizing phonemes</li> <li>• Word analysis</li> <li>• Universal Design for Learning Framework- provide multiple means of engagement, representation, action, and expression</li> </ul>	<a href="http://www.fcrr.org">www.fcrr.org</a>  Beers, G. K. (2003). <i>When kids can't read: What teachers can do</i> . Portsmouth, NH: Heinemann.  Cunningham, P., & Allington, R. (2007). <i>Classrooms that work: They can all read and write- 4<sup>th</sup> edition</i> . Boston, MA: Allyn and Bacon.  Meyer, A., Rose, D.H., & Gordon, D. (2014). <i>Universal design for learning: Theory and practice</i> . Wakefield, MA: CAST.
Fluency	FAIR-FS Decision Tree Resources CPALMS Read180	<ul style="list-style-type: none"> <li>• Repeated Reading</li> <li>• Timed repeated readings</li> <li>• Sight word practice</li> <li>• Echo Reading</li> <li>• Modeled Fluent Reading</li> <li>• Oral Cloze Reading/Partner Cloze</li> <li>• Reader's Theater</li> <li>• Audiobooks with independent reading</li> <li>• Targeted fluency-based small group and individual instruction</li> <li>• Universal Design for Learning Framework- provide multiple means of</li> </ul>	Beers, G. K. (2003). <i>When kids can't read: What teachers can do</i> . Portsmouth, NH: Heinemann.  Cunningham, P., & Allington, R. (2007). <i>Classrooms that work: They can all read and write- 4<sup>th</sup> edition</i> . Boston, MA: Allyn and Bacon.  Meyer, A., Rose, D.H., & Gordon, D. (2014). <i>Universal design for learning: Theory and practice</i> . Wakefield, MA: CAST.

		engagement, representation, action, and expression	
Vocabulary	<p> <i>HMH Collections</i>  <i>CollegeBoard</i>  <i>SpringBoard</i>            Learning Focused            Graphic Organizers            Read180            Teengagement            USATestPrep         </p> <p> <i>Paths to College and Career: English Language Arts</i> </p>	<ul style="list-style-type: none"> <li>● Authentic, live word walls</li> <li>● Word sorts</li> <li>● Word splashes</li> <li>● Word attack skills</li> <li>● Explicit instruction of word parts</li> <li>● Model fluency</li> <li>● Cloze passages</li> <li>● Targeted fluency-based small group and individual instruction</li> <li>● Direct instruction of words important to the text</li> <li>● Accessing/activating background knowledge</li> <li>● Universal Design for Learning Framework- provide multiple means of engagement, representation, action, and expression</li> </ul>	<p>Beers, G. K. (2003). <i>When kids can't read: What teachers can do</i>. Portsmouth, NH: Heinemann.</p> <p>Cunningham, P., &amp; Allington, R. (2007). <i>Classrooms that work: They can all read and write- 4<sup>th</sup> edition</i>. Boston, MA: Allyn and Bacon.</p> <p>Hattie, J. (2009). <i>Visible learning: A synthesis of over 800 meta-analyses relating to achievement</i>. Thousand Oaks, CA: Corwin SAGE.</p> <p>Learning Focused Framework, Max Thomspson.</p> <p>Marzano, R., Pickering, D., and Pollock, J.(2001). <i>Classroom instruction that works</i>. Alexandria, VA: ASCD.</p> <p>Meyer, A., Rose, D.H., &amp; Gordon, D. (2014). <i>Universal design for learning: Theory and practice</i>. Wakefield, MA: CAST.</p>
Comprehension	<p> <i>HMH Collections</i>  <i>College Board</i>  <i>SpringBoard</i>            Learning Focused            Graphic Organizers            Read180            Teengagement            USATestPrep         </p> <p> <i>Paths to College and Career: English Language Arts</i> </p>	<ul style="list-style-type: none"> <li>● Reciprocal teaching</li> <li>● Teacher modeling metacognition while reading</li> <li>● Literature circles</li> <li>● Cornell notes</li> <li>● Socratic seminars</li> <li>● Close reading strategies</li> <li>● Text annotation</li> <li>● Text-based writing</li> <li>● Summarization</li> <li>● Turn and talk</li> <li>● Non-fiction: Strategies from Beers and Probst's <i>Stances and Signposts</i></li> <li>● Fiction: Strategies from Beers and Probst's <i>Notice and Note</i></li> <li>● Strategic use of graphic organizers while reading</li> <li>● Universal Design for Learning Framework- provide multiple means of engagement, representation, action, and expression</li> </ul>	<p>Beers, G. K. (2003). <i>When kids can't read: What teachers can do</i>. Portsmouth, NH: Heinemann.</p> <p>Beers, G. K., and Probst, R. E. (2012). <i>Notice &amp; note: Strategies for close reading</i>. Portsmouth, NH: Heinemann.</p> <p>Beers, G. K., and Probst, R. E. (2015). <i>Reading non-fiction Notice &amp; note: Stances, signposts, and strategies</i>. Portsmouth, NH: Heinemann.</p> <p>Hattie, J. (2009). <i>Visible learning: A synthesis of over 800 meta-analyses relating to achievement</i>. Thousand Oaks, CA: Corwin SAGE.</p> <p>Learning Focused Framework, Max Thomspson.</p> <p>Meyer, A., Rose, D.H., &amp; Gordon, D. (2014). <i>Universal design for learning: Theory and practice</i>. Wakefield, MA: CAST.</p>

<p>Oral Language</p>	<p>FAIR-FS Decision Tree Resources CPALMS HMH Collections SpringBoard Learning Focused Graphic Organizers</p> <p><i>Paths to College and Career: English Language Arts</i></p>	<ul style="list-style-type: none"> <li>● Promotion of authentic, accountable student talk</li> <li>● Use of strong discussion prompts</li> <li>● Independent reading with audiobooks</li> <li>● Modeled speaking skills</li> <li>● Think-pair-share</li> <li>● Exposure to language and context</li> <li>● Practice precise language use</li> </ul>	<p>Beers, G. K., and Probst, R. E. (2015). <i>Reading non-fiction Notice &amp; note: Stances, signposts, and strategies</i>. Portsmouth, NH: Heinemann.</p> <p>Cunningham, P., &amp; Allington, R. (2007). <i>Classrooms that work: They can all read and write- 4<sup>th</sup> edition</i>. Boston, MA: Allyn and Bacon.</p> <p>Meyer, A., Rose, D.H., &amp; Gordon, D. (2014). <i>Universal design for learning: Theory and practice</i>. Wakefield, MA: CAST.</p> <p>Learning Focused Framework, Max Thompson.</p>
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