

## Glades 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:** Janet Harris

**Contact Email:** [janet.harris@gladesschools.org](mailto:janet.harris@gladesschools.org)

**Contact Telephone:** 863-946-0202 ext. 120

### District-Level Leadership

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

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

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	43	Click here to enter text.	43	45	46	49	52

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	47	Click here to enter text.	47	45	50	53	57

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

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	34	Click here to enter text.	32	35	29	25	20
White/Hispanic	15	Click here to enter text.	14	17	12	10	8
Economically Disadvantaged/Non-Economically Disadvantaged	11	Click here to enter text.	11	14	14	11	9
Students with Disabilities/Students without Disabilities	24	Click here to enter text.	26	29	27	22	18
English Language Learners/ Non-English Language Learners	28	Click here to enter text.	28	31	24	20	16

\* 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.**

Each school employs remedial reading teachers. Remedial reading teachers work with FSA Level 1 and 2 students performing below grade level on i-Ready, FAIR and/or FSA ELA. Remedial reading teachers utilize research-based instructional strategies and state adopted curriculum to improve student achievement.

**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 Director of Elementary Academic Services will collect data for grades K-5 and the Director of Secondary Academic Services will collect data for grades 6-12.

**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.**

Grades K-2 will progress monitor using i-Ready three times a year. Grades 3-5 will progress monitor using i-Ready and/or FAIR three times a year. Grades 6-8 will progress monitor using i-Ready and/or FAIR 3 times a year. Grades 9-12 will progress monitor using FAIR 3 times a year.

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

Progress monitoring data will be collected and reviewed three times a year.

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

The Director of Elementary Academic Services is responsible for ensuring the fidelity of students not progressing towards district goals in grades K-5. The Director of Secondary Academic Services is responsible for ensuring the fidelity of students not progressing towards district goals in grades 6-12.

**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 Director of Elementary Academic Services is responsible for ensuring classroom instruction is aligned to grade-level standards for grades K-5. The Director of Secondary Academic Services is responsible for ensuring classroom instruction is aligned to grade-level standards for grades 6-12.

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

School administration will collect lesson plans and document classroom walk throughs as evidence of instructional alignment to grade level Florida Standards. Principals will also utilize the curriculum Scope and Sequence to verify instructional alignment to Florida Standards.

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

Lesson plans will be collected weekly and walk throughs will be collected monthly.

- 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.?**

The Director of Elementary Academic Services is responsible for ensuring professional development activities funded through the Research-Based Reading Instruction Allocation is appropriately entered into the district master in-service plan.

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

No money is budgeted for in-service activities. Research-Based Reading Allocation is budgeted 100% for staff.

- 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.**

1013006 – Reading Competency 1: Instructional Foundations in Language & Reading

1013007 – Reading Competency 2: Applications of Research-based Practices

1013008 – Reading Competency 3: Foundations of Assessment for Teachers and Principals

1013009 – Reading Competency 4: Foundations and Applications of Differentiated Instruction

1013010 – Reading Competency 5: Demonstration of Accomplished Practices in Reading (Practicum)

### **Reading/Literacy Coaches**

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

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

Coaches must have a Bachelor's degree from an accredited educational institution, have three (3) years of successful teaching experience, certified by the State of Florida in appropriate area, have Reading Certification or Reading Endorsement.

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

At this time, no schools have reading/literacy coaches funded from the Research-Based Reading Instruction Allocation.

- 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.**

Currently no schools have reading coaches. Funding was utilized for remedial reading teachers and reading resource teachers.

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

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

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

When reading/literacy coaches are employed, their effectiveness will be measured based on FSA ELA data for grades 3-10. I-Ready progress monitoring data for grades K-8 during the school year.

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

No Research-Based Reading Instruction Allocation will be expended on reading/literacy coaches.

## **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?**

Moore Haven Middle High School, Moore Haven Elementary, and West Glades School will be provided reading intervention teachers to provide intensive interventions funded through the Research-Based Reading Instruction Allocation.

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

Yes

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

- a. **Elementary:**2 teachers with 40% of each of their salary funded
- b. **Middle:**1 teacher with 68% of the salary funded
- c. **High:**1 teacher funded 40%, 1 teacher funded 20% and 1 teacher funded 30%

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

\$143,667 to Public Schools and \$32,992 to Charter Schools

**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.:**

Supplemental instructional materials are purchased through non-state adopted funds. Researched-Based Reading Instruction Allocation is utilized to pay for remedial reading teachers.

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

No Research-Based Reading Instruction Allocation funds are expended to purchase supplemental instructional materials or interventions.

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.**

Interventions were purchased using non-state adopted funds, Title I, Part A, or Title V funding.

### **Summer Reading Camps**

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:** Janet Harris
2. **Email Address:** [janet.harris@gladesschools.org](mailto:janet.harris@gladesschools.org)
3. **Phone Number:** 863-946-0202 ext. 120
4. **Please list the schools which will host a SRC:**

Moore Haven Elementary, West Glades School, Pemaquett Emahakv Charter School

5. **Provide the following information regarding the length of your district SRC:**
  - a. **Start Date:** June 3, 2019
  - b. **Which days of the week is SRC offered:** Monday - Thursday
  - c. **Number of instructional hours per day in reading:** 5 instructional hours
  - d. **End Date:** June 27, 2019
  - e. **Total number of instructional hours of reading:** 80
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.?**

Highly Qualified teachers are selected based on student growth data, highly effective/effective teacher evaluations, and teachers with reading endorsement.

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

1:12

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

There will be a literacy camp for students in grades K-5. Students must be performing below grade level based on i-Ready Diagnostic assessment and class grades.

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

Teachers will utilize unit assessments from the reading series along with i-Ready progress monitoring assessments to track student progress. Teachers will also maintain student portfolios of grade ELA standards assessments.

**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	\$32,992.00
District expenditures on reading coaches	\$0
District expenditures on intervention teachers	\$142,163.00
District expenditures on supplemental materials or interventions	\$0
District expenditures on professional development	\$0
District expenditures on summer reading camps	\$10,800.00
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	\$0
Flexible Categorical Spending	\$0
Sum of Expenditures	\$185,955.00
Amount of district research-based reading instruction allocation for 2019-2020	\$185,955.00

**APPENDIX A**

**ATTENDANCE FORM  
GLADES DISTRICT SCHOOLS**

<b>Meeting:</b> Reading Plan/ ESE Alignment Meeting	<b>Location:</b> District Office
<b>Date:</b> April 22, 2019	

<b>PRINTED Name</b>	<b>Signature</b>
Vivian Bennett, Director of ESE	<i>Vivian Bennett</i>
Janet Harris, Director of Elementary Academics	<i>Janet Harris</i>
Andi Canaday, Director of Secondary Academics	<i>Andi Canaday</i>
Rosa Perez, Assistant Principal at MHMHS	<i>Rosa M. Perez</i>
Doreen Sabella, Principal at WGS	<i>Doreen Sabella</i>
Kristi Hingson, Resource Teacher at MHES	<i>Kristi Hingson</i>
Joanna Martinez, MIS Supervisor	

**Agenda**

**UDL Principals**

- Classroom Implementation
- Small Group Instruction
- Speech and Language Pathologists pushing into PreK and Kinder
- Supplemental Resources

**MTSS**

- Alignment of interventions
- Procedures

**Intervention Reporting in Survey's 2 & 3**

- Decision Trees
- Skyward Coding

## 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;

## K – 5 Assessment and Curriculum Decision Tree

<b>Kindergarten – Administer STAR Early Literacy Assessment for reading</b>		
STAR Early Literacy Assessment		Dates: AP1 – First 30 days AP2 – December AP3 - May
<b>If:</b>	<b>Then:</b>	<b>Programs/Materials/Strategies</b>
Scaled score is 500 - > (Percentile Rank is >41%) Meets or exceeds grade level benchmark	Continue with initial instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, phonics and fluency at the word and/or connected text level.	-Pearson Reading Street -Appropriate leveled text for small group -Small group differentiated instruction that focuses on Webb’s DOK Level 3 -Accelerated Reader/100 book challenge
Scaled score is 438-499 (Percentile Rank is 21% - 40%) Intervention (On Watch)	Analyze data results to determine the level and content of daily differentiated intervention.	-Pearson Reading Street -Pearson Reading Street “Response to Intervention” kit -District-approved Supplemental Intervention Reading Program(s) -Daily small group targeted to meet students’ instructional needs <b>-Begin MTSS</b>
Scaled score is <437 (Percentile Rank is <20%) <b>Urgent Intervention</b>	Analyze data results to determine the level and content of daily differentiated intervention and to provide targeted prescriptive instruction.  <b>Student is identified as substantially deficient in reading</b>	-Pearson Reading Street “Response to Intervention” kit -District-approved Supplemental Intervention Reading Program(s) -Notify parents that student has a reading deficiency -Provide daily Immediate Intensive Intervention (iii) outside of the 90 minute reading block in small groups of no more than 5 students for at least 30 minutes per day. -OPM to evaluate progress being made. - Use of Magnetic Letters to create words, sentences, blending, - Waterford Early Learning 20 minutes per day.

DT1 Elementary Decision Tree Chart

		<ul style="list-style-type: none"> <li>- Read it, Build it, Write it multisensory activity to learn site words or vocabulary words.</li> <li>- Tapping out sounds as a multisensory word segmenting and blending intervention.</li> <li>-Story sticks – a multisensory intervention to help students visualize elements of the story.</li> <li>-Shared Reading</li> </ul>
<b>1 - 5 – Administer i-Ready Diagnostic &amp; Assessment for reading</b>		
i-Ready Assessment	Dates: AP1 – August/September AP2 – January AP3 – April/May	
<b>If:</b>	<b>Then:</b>	<b>Programs/Materials/Strategies</b>
Student’s score is in Grouping 5	Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, phonics, and fluency at the word and/or connected text level.	<ul style="list-style-type: none"> <li>-Pearson Reading Street</li> <li>-Accelerated Reader/100 Book Challenge</li> <li>-Appropriate leveled text for small group instruction</li> <li>-Small group differentiated instruction that focuses on Webb’s DOK Level 3</li> <li>-Use recommended instructional priorities for Grouping 5 in i-Ready.</li> </ul>
Student’s score is in Grouping 3 or 4	Provide comprehension instruction focusing on strategic listening/reading that includes explicit instruction in comprehension using before, during, and after reading strategies.	<ul style="list-style-type: none"> <li>-Pearson Reading Street</li> <li>-Small group differentiated instruction that focuses on before, during, and after reading strategies.</li> <li>-Use recommended instructional priorities for Grouping 3 or 4 in i-Ready.</li> </ul>
Student’s score is in Grouping 2	Analyze data results to determine the level and content of daily differentiated intervention.	<ul style="list-style-type: none"> <li>-Pearson Reading Street</li> <li>-Small group differentiated instruction that focuses on before, during, and after reading strategies.</li> <li>-Use recommended instructional priorities for Grouping 2 in i-Ready.</li> </ul>

DT1 Elementary Decision Tree Chart

		<ul style="list-style-type: none"> <li>-Pearson Reading Street “Response to Intervention” kit</li> <li>-District-approved Supplemental Intervention Reading Program(s)</li> <li>-Daily small group targeted to meet students’ instructional needs</li> <li><b>- Begin MTSS if not improvement by the next benchmark progress monitoring.</b></li> </ul>
<p>Student’s score is in Grouping 1</p>	<p>Analyze data results to determine the level and content of daily differentiated intervention and to provide targeted prescriptive instruction.</p> <p><b>Student is identified as substantially deficient in reading.</b></p>	<ul style="list-style-type: none"> <li>-Pearson Reading Street “Response to Intervention” kit</li> <li>-District-approved Supplemental Intervention Reading Program(s)</li> <li>-Notify parents that student has a reading deficiency</li> <li>-Provide daily Immediate Intensive Intervention (iii) outside of the 90 minute reading block in small groups of no more than 5 students for at least 30 minutes per day.</li> <li>-OPM to evaluate progress being made.</li> <li>- Use of Magnetic Letters to create words, sentences, blending,</li> <li>- Read it, Build it, Write it multisensory activity to learn site words or vocabulary words.</li> <li>- Tapping out sounds as a multisensory word segmenting and blending intervention.</li> <li>-Story sticks – a multisensory intervention to help students visualize elements of the story.</li> <li>-Shared Reading</li> </ul>

DT1 Elementary Decision Tree Chart

<b>3 - 5 – Florida Standards Assessment – English Language Arts</b>		
FSA Assessment		Dates: Spring 2019
<b>If:</b>	<b>Then:</b>	<b>Programs/Materials/Strategies</b>
Student’s score is a Level 5	Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, phonics, and fluency at the word and/or connected text level.	-Pearson Reading Street -Accelerated Reader/100 Book Challenge -Appropriate leveled text for small group instruction -Small group differentiated instruction that focuses on Webb’s DOK Level 3 -Use i-Ready instruction .
Student’s score is a Level 3 or 4	Provide comprehension instruction focusing on strategic listening/reading that includes explicit instruction in comprehension using before, during, and after reading strategies.	-Pearson Reading Street -Small group differentiated instruction that focuses on before, during, and after reading strategies. -Use i-Ready.
Student’s score is a Level 2	Analyze data results to determine the level and content of daily differentiated intervention.	-Pearson Reading Street -Small group differentiated instruction that focuses on before, during, and after reading strategies. -Use i-Ready. -Pearson Reading Street “Response to Intervention” kit -District-approved Supplemental Intervention Reading Program(s) -Daily small group targeted to meet students’ instructional needs <b>-Begin MTSS if not improvement by the next benchmark progress monitoring.</b>
Student’s score is a Level 1	Analyze data results to determine the level and content of daily differentiated intervention and to provide targeted prescriptive instruction.	-Pearson Reading Street “Response to Intervention” kit -District-approved Supplemental Intervention Reading Program(s)

DT1 Elementary Decision Tree Chart

		<ul style="list-style-type: none"> <li>-Notify parents that student has a reading deficiency</li> <li>-Provide daily Immediate Intensive Intervention (iii) outside of the 90 minute reading block in small groups of no more than 5 students for at least 30 minutes per day.</li> <li>-OPM to evaluate progress being made.</li> <li>-Use i-Ready</li> </ul>
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<b>3 - 5 – FAIR</b>		
FAIR Assessment		Dates: August/September 2019 January/February 2020 April/May 2020
<b>If:</b>	<b>Then:</b>	<b>Programs/Materials/Strategies</b>
Student’s Probability of Literacy Success score  Success is at or above 85%  (Green Success Zone)	<ul style="list-style-type: none"> <li>• Consider individual students’ strengths &amp; 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                             <ul style="list-style-type: none"> <li>○ What programs/strategies do we have available to address these needs?</li> </ul> </li> </ul>	<div style="border: 1px solid black; padding: 5px;"> <p style="margin: 0;"><b>Green Success Zone (Box 1)</b></p> <ul style="list-style-type: none"> <li>- Scott Foresman Reading Street</li> <li>- Curriculum Asso., Ready FL LAFS - 3,4,5</li> <li>- Building Academic Vocabulary</li> <li>- Word Walls</li> <li>- Word Sorts</li> <li>- Leveled Readers</li> <li>- Readers Theater</li> <li>- Timed repeated readings</li> <li>- Story Maps</li> <li>- Close Analytic Reading</li> <li>- Text-sets of informational and literature content</li> </ul> </div>
Student’s Probability of Literacy Success score is 84% or less (Yellow Success Zone)	<b>Students receive the Syntactic Knowledge score. Use this score along with the WRT &amp; VKT scores to form a profile<sup>†</sup> to determine the appropriate</b>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p style="margin: 0;"><b>If a student’s scores fall in Box 2+4</b></p> </div>

DT1 Elementary Decision Tree Chart

	<p><b>programs/materials/strategies to meet student needs.</b></p> <p><b>WRT, VKT, SKT scores are above 30<sup>th</sup> percentile</b>          Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p>	<ul style="list-style-type: none"> <li>- Scott Foresman Reading Street</li> <li>- Scott Foresman My Sidewalks</li> <li>- Curriculum Asso., Ready FL</li> </ul> <p>LAFS - 3,4,5</p> <ul style="list-style-type: none"> <li>- Building Academic Vocabulary</li> <li>- Word Walls, Word Sorts, Leveled Readers, Readers Theater, Timed repeated readings, Story Maps</li> <li>- High level questioning strategies</li> <li>- Before reading, during reading, and after reading questioning strategies</li> <li>- Daily small group differentiated intervention, outside of the 90-minute reading block, targeted to meet student's instructional needs</li> <li>- Close Analytic Reading</li> <li>- Text-sets of informational and literature content</li> </ul>	
<p>Student's Probability of Literacy Success score is 30% or Less (Red Success Zone)</p>	<p><b>WRT is below 30<sup>th</sup> percentile</b></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> <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><b>If a student's scores fall in Box 2+5</b></p> <ul style="list-style-type: none"> <li>- Scott Foresman Reading Street</li> <li>- Scott Foresman My Sidewalks</li> <li>- Curriculum Asso., Ready FL</li> </ul> <p>LAFS - 3,4,5</p> <ul style="list-style-type: none"> <li>- Building Academic Vocabulary</li> <li>- i-Ready Diagnostic</li> <li>- Word Walls, Word Sorts, Leveled Readers, Readers Theater, Timed repeated readings, Story Maps</li> <li>- High level questioning strategies</li> <li>- Before reading, during reading, and after reading questioning strategies</li> <li>- Daily small group differentiated intervention, outside of the 90-minute reading block, targeted to meet student's instructional needs</li> </ul>	

DT1 Elementary Decision Tree Chart

	<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> <ul style="list-style-type: none"> <li>• Provide explicit instruction in sentence construction and determining how clauses and ideas relate to one another throughout a text.</li> </ul> <p>*Consider use of the Open Response task to further assist in determining student misconceptions and instructional needs.</p>	<p>(instruction may be delivered by classroom teacher, resource teacher or paraprofessional under the direction of the classroom teacher)</p> <ul style="list-style-type: none"> <li>- Close Analytic Reading</li> <li>- Text-sets of informational and literature content</li> </ul>	
		<p><b>If a student's scores fall in Box 3+4</b></p> <ul style="list-style-type: none"> <li>- Provide students with daily opportunities for fluency practice using strategies like partnered reading, teacher read alouds, repeated readings, reader's theater, etc.</li> <li>- Use research based reading strategies for scaffolding comprehension.</li> <li>- Use Teacher Think Alouds to model monitoring your own comprehension.</li> <li>- Continue to use core reading program, Scott Foresman Reading Street</li> <li>- Continue to use Building Academic Vocabulary, i-Ready</li> <li>- Use high level questioning strategies</li> <li>- Use before reading, during reading, and after reading questioning strategies</li> <li>- Use daily small group differentiated intervention, outside of the 90-minute reading block, targeted to meet student's instructional needs (instruction may be delivered by classroom teacher, resource teacher or paraprofessional under the direction of the classroom teacher)</li> <li>- Small intervention group size</li> <li>- Close Analytic Reading</li> <li>- Text-sets of informational and literature content</li> </ul> <p><b>If a student's scores fall in Box 3+5</b></p>	

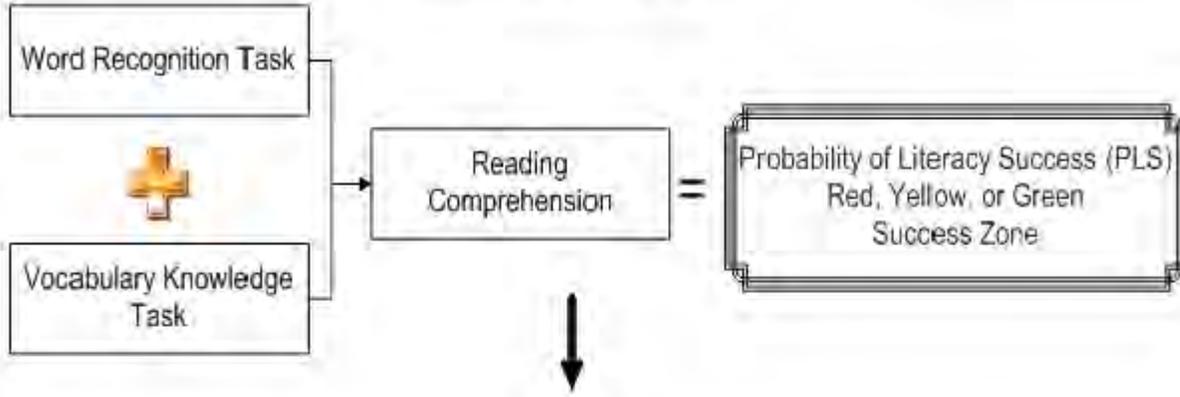
DT1 Elementary Decision Tree Chart

		<ul style="list-style-type: none"> <li>- Provide students with daily opportunities for fluency practice using strategies like partnered reading, teacher read aloud, repeated readings, reader’s theater, etc.</li> <li>- Use research based reading strategies for phonics, phonemic awareness, fluency, vocabulary and scaffolding comprehension.</li> <li>- Continue to use core reading program, Scott Foresman Reading Street and My Sidewalks</li> <li>- Continue to use Building Academic Vocabulary, i-Ready Diagnostic</li> <li>- Use high level questioning strategies</li> <li>- Use before reading, during reading, and after reading questioning strategies</li> <li>- Use daily small group differentiated intervention, outside of the 90-minute reading block, targeted to meet student’s instructional needs (instruction may be delivered by classroom teacher, resource teacher or paraprofessional under the direction of the classroom teacher)             <ul style="list-style-type: none"> <li>– Small intervention group size</li> <li>– Close Analytic Reading</li> </ul> </li> <li>- Text-sets of informational and literature content</li> </ul> <p>*Use Ongoing Progress Monitoring (OPM) to monitor student progress.</p>
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## Grades 6-8 Assessment/Curriculum Decision Tree

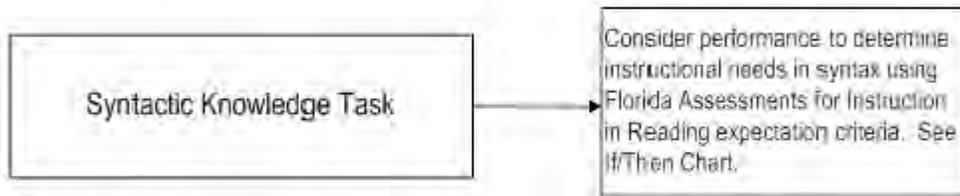
### FAIR-FS Screening

(Administered 3 times per year)



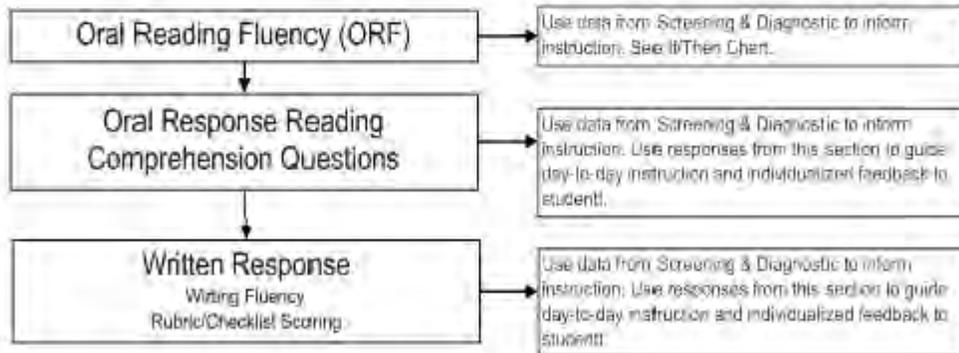
### Diagnostic Task

(Students scoring in Red or Yellow Success Zone may be administered 3 times per year)



### Optional Open Response Diagnostic Tasks

(Optional for students scoring in Red, Yellow, or Green Success Zone)



Consider using the ELA Formative Assessment System to monitor progress in each of the targeted skills and standards between Assessment Periods.

**Chart DT2 –(6-8) Assessment/Curriculum Decision Tree Using the Florida Assessments for Instruction in Reading Continued**

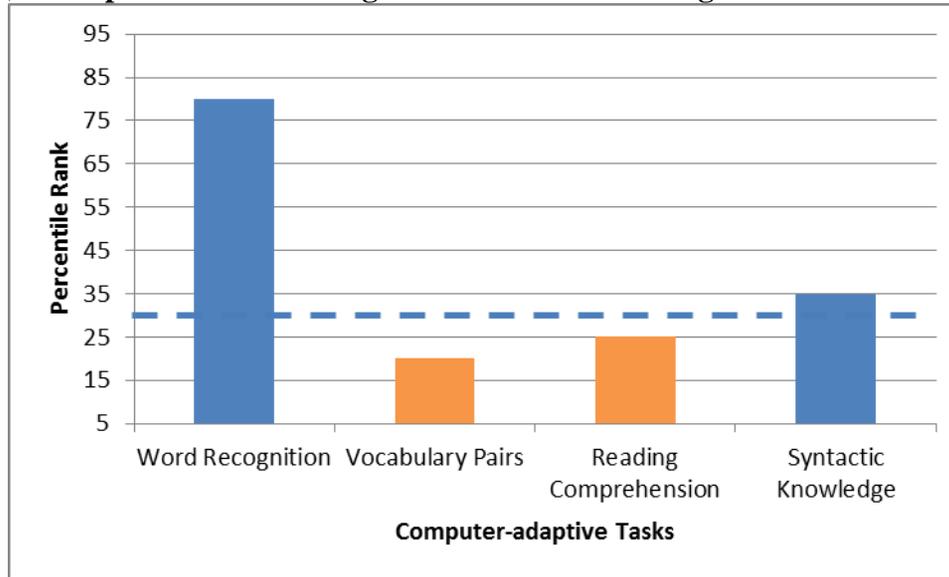
<b>Progress Monitoring Assessments</b>	<b>Date(s)</b>	<b>If</b>	<b>Then</b>	<b>Programs/Materials/Strategies</b>
<p><b>Grades 6-8</b> Administer FAIR-FS for students scoring below expectations on the state accountability assessment.</p>	<p>Assessment Period 1: August/September 2019 Assessment Period 2: January 2020 Assessment Period 3: April 2020</p>	<p>Student’s Probability of Literacy Success (PLS) score is at or above 85% (Green Success Zone)</p>	<p><b>Green Success Zone*</b></p> <ul style="list-style-type: none"> <li>• Consider individual students’ strengths &amp; 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                             <ul style="list-style-type: none"> <li>○ What programs/strategies do we have available to address these needs?</li> </ul> </li> </ul>	<p><b>Green Success Zone</b> List programs/strategies available in the district to address these needs.</p> <ul style="list-style-type: none"> <li>-Curriculum Assoc., Ready FL LAFS 6, 7, 8</li> <li>-Building Academic Vocabulary</li> <li>-Word Walls</li> <li>-Word Sorts</li> <li>-Leveled Readers</li> <li>-Story Maps</li> <li>-Close Analytic Reading</li> <li>-i-Ready</li> <li>-Florida Collections on-line resources</li> <li>-Accelerated Reader</li> <li>-Sunshine State Reading Program</li> <li>- Text-sets of informational and literature content</li> <li>- WICOR Strategies</li> </ul>
		<p>Student’s Probability of Literacy Success (PLS) score is 84% or less (Yellow or Red)</p>	<p><b>Students receive the Syntactic Knowledge score. Use this score along with the WRT &amp; VKT scores to form a profile<sup>†</sup> to determine the appropriate programs/materials/strategies to meet student needs.</b></p> <p><b>WRT, VKT, SKT scores are above 30<sup>th</sup> percentile</b></p>	<p><b>If a student’s scores indicate sufficient decoding (WRT) and oral language skills (VKT, SKT).</b> List programs/strategies available in the district to address these needs.</p> <ul style="list-style-type: none"> <li>-Curriculum Assoc., Ready FL LAFS 6, 7, 8</li> <li>-Building Academic Vocabulary</li> <li>-Word Walls</li> <li>-Word Sorts</li> <li>-Leveled Readers</li> </ul>

		Success Zone)	<p>Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p> <p><b>WRT is below 30<sup>th</sup> percentile</b></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> <li>If the student has a high error rate, provide instruction in basic phonics (letter/sound patterns, syllable types, etc.)</li> <li><b>Begin MTSS if not improvement by the next benchmark progress monitoring.</b></li> </ul> <p><b>VKT is below 30<sup>th</sup> percentile</b></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> <li><b>Begin MTSS if not improvement by the next benchmark progress monitoring.</b></li> </ul> <p><b>SKT is below 30<sup>th</sup> percentile</b></p> <ul style="list-style-type: none"> <li>Provide explicit instruction in sentence construction and determining how clauses and ideas relate to one another throughout a text.</li> <li><b>Begin MTSS if not improvement by the next benchmark progress monitoring.</b></li> </ul>	<p>-Story Maps -Thinking Maps -Close Analytic Reading -i-Ready -Florida Collections on-line resources -Accelerated Reader -Sunshine State Reading Program - Every student 6-8 are enrolled in a reading class - Text-sets of informational and literature content - WICOR Strategies</p> <p><b>If a student's scores indicate difficulties with word recognition (WRT, fluency) only.</b> List programs/strategies available in the district to address these needs.</p> <p>-i-Ready -Florida Collections on-line resources -Accelerated Reader -Word Walls -Word Sorts - WICOR Strategies</p> <p><b>If a student's scores indicate difficulties with oral language (VKT, SKT) only.</b> List programs/strategies available in the district to address these needs.</p> <p>-i-Ready -Florida Collections on-line resources -Accelerated Reader -Word Master - WICOR Strategies</p>
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			<p>*Consider use of the Open Response task to further assist in determining student misconceptions and instructional needs.</p> <p><b>**Note:</b> The 30<sup>th</sup> percentile cut point used in this document is given as a guide to estimate the level of instructional support necessary for student success. This cut point may need to be refined within each school and district depending on local circumstances such as available resources and student performance. The 30<sup>th</sup> percentile cut point will be reevaluated by the Florida Center for Reading Research and Just Read, Florida! after data is collected with the new end-of-year outcome assessment.</p>	<p><b>If a student's scores indicate difficulties with both decoding (WRT) and oral language (VKT, SKT).</b></p> <p>List programs/strategies available in the district to address these needs.</p> <p>-Florida Collection- WICOR Strategies</p> <p>*Use Ongoing Progress Monitoring (OPM) or the ELA Formative Assessment System to monitor student progress between Assessment Periods.</p>
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**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.**

† Example Profile of Strengths and Weaknesses on grades 6-8 FAIR-FS



**Materials/Activities Chart  
Grades 6-8**

	<b>PROGRAMS/MATERIALS</b>	<b>ACTIVITIES</b>	<b>REFERENCES</b>
<b>PHONOLOGICAL AWARENESS</b>	Florida Collections: Online Resources	Close Reading in textbooks and on-line; short stories, biography's, memoirs, Poems, News Articles	Monitored by classroom reading teacher
	i-Ready	i-Ready lessons based on students need being monitored and adjusted as needed by reading teacher	

**Materials/Activities Chart  
Grades 6-8**

	<b>PROGRAMS/MATERIALS</b>	<b>ACTIVITIES</b>	<b>REFERENCES</b>
<b>PHONICS</b>	<p>Florida Collections: Online Resources</p> <p>i-Ready</p>	<p>Close Reading in textbooks and on-line; short stories, biography's, memoirs, Poems, News Articles</p> <p>i-Ready lessons based on students need being monitored and adjusted as needed by reading teacher</p>	<p>Monitored by classroom reading teacher</p>
<b>FLUENCY</b>	<p>Florida Collections: Online Resources</p> <p>Accelerated Reading Goals</p> <p>Library Reading Contest</p> <p>i-Ready</p> <p>Newsela</p>	<p>Close Reading in textbooks and on-line; short stories, biography's, memoirs, Poems, News Articles</p> <p>Accelerated Reading Program</p> <p>Sunshine State readers contest</p> <p>Student access to multiple resources from Florida Collections reading series</p> <p>i-Ready lessons based on students need being monitored and adjusted as needed by reading teacher</p> <p>Students will read informational text at multiple lexile levels. Students are given questions and writing prompts with every article.</p>	<p>Monitored by classroom reading teacher</p> <p>Monitored by the Renaissance Sponsor</p> <p>Monitored by classroom reading teacher</p> <p>Monitored by classroom reading teacher</p> <p>Literacy Specialist</p> <p>Classroom Reading Teacher</p>

**Materials/Activities Chart  
Grades 6-8**

	<b>PROGRAMS/MATERIALS</b>	<b>ACTIVITIES</b>	<b>REFERENCES</b>
<b>VOCABULARY</b>	<p>Florida Collections: Online Resources</p> <p>Accelerated Reading Goals</p> <p>Library Reading Contest</p> <p>i-Ready</p> <p>Newsela</p>	<p>Close Reading in textbooks and on-line; vocabulary building</p> <p>Accelerated Reading Program</p> <p>Sunshine State readers contest</p> <p>On-line program allowing students to create interactive vocabulary</p> <p>i-Ready lessons based on students need being monitored and adjusted as needed by reading teacher</p> <p>Students will read informational text at multiple lexile levels. Students are given questions and writing prompts with every article.</p>	<p>Monitored by classroom reading teacher</p> <p>Monitored by the Renaissance Sponsor</p> <p>Monitored by classroom reading teacher</p> <p>Literacy Specialist</p> <p>Classroom Reading Teacher</p>
<b>COMPREHENSION</b>	<p>Florida Collections: Online Resources</p> <p>Library Reading Contest</p> <p>i-Ready</p> <p>Newsela</p>	<p>Close Reading in textbooks and on-line</p> <p>Accelerated Reading Program</p> <p>Sunshine State readers contest</p> <p>i-Ready lessons based on students need being monitored and adjusted as needed by reading teacher</p> <p>Students will read informational text at multiple lexile levels. Students are given questions and writing prompts with every article.</p>	<p>Classroom Reading Teacher</p> <p>Monitored by the Renaissance Sponsor</p> <p>Monitored by classroom reading teacher</p> <p>Literacy Specialist</p> <p>Classroom Reading Teacher</p>

## 6-8 – Florida Standards Assessment – English Language Arts

FSA Assessment		Dates: Spring 2019
If:	Then:	Programs/Materials/Strategies
Student's score is a Level 5	Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, phonics, and fluency at the word and/or connected text level.	<ul style="list-style-type: none"> <li>-Collections</li> <li>-Accelerated Reader</li> <li>-Appropriate leveled text for small group instruction</li> <li>-Small group differentiated instruction that focuses on Webb's DOK Level 3</li> <li>-Use i-Ready instruction using Curriculum Associates Ready LAFS 6-8</li> <li>- Text-sets of informational and literature content</li> </ul>
Student's score is a Level 3 or 4	Provide comprehension instruction focusing on strategic listening/reading that includes explicit instruction in comprehension using before, during, and after reading strategies.	<ul style="list-style-type: none"> <li>-Collections</li> <li>-Small group differentiated instruction that focuses on before, during, and after reading strategies.</li> <li>-Use i-Ready instruction using Curriculum Associates Ready LAFS 6-8</li> <li>- Text-sets of informational and literature content</li> </ul>
Student's score is a Level 2	Analyze data results to determine the level and content of daily differentiated intervention.	<ul style="list-style-type: none"> <li>-Collections</li> <li>-Small group differentiated instruction that focuses on before, during, and after reading strategies.</li> <li>-Use i-Ready instruction using Curriculum Associates Ready LAFS 6-8</li> <li>-District-approved Supplemental Intervention Reading Program(s)</li> <li>-Daily small group targeted to meet students' instructional needs</li> <li>- Text-sets of informational and literature content</li> <li>-Begin MTSS if not improvement by the next benchmark progress monitoring.</li> </ul>
Student's score is a Level 1	Analyze data results to determine the level and content of daily differentiated intervention and to provide targeted prescriptive instruction.	<ul style="list-style-type: none"> <li>-District-approved Supplemental Intervention Reading Program(s)</li> <li>-Notify parents that student has a reading deficiency</li> <li>-OPM to evaluate progress being made.</li> <li>-Use i-Ready instruction using Curriculum Associates Ready LAFS 6-8</li> <li>- Text-sets of informational and literature content</li> </ul>

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## 6-8 – Administer i-Ready Diagnostic & Assessment for reading

i-Ready Assessment		Dates: AP1 – August/September AP2 – January AP3 – April/May
If:	Then:	Programs/Materials/Strategies
Student’s score is in Grouping 5	Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, phonics, and fluency at the word and/or connected text level.	<ul style="list-style-type: none"> <li>- Florida Collections</li> <li>-Appropriate leveled text for small group instruction</li> <li>-Small group differentiated instruction that focuses on Webb’s DOK Level 3</li> <li>-Use recommended instructional priorities for Grouping 5 in i-Ready.</li> </ul>
Student’s score is in Grouping 3 or 4	Provide comprehension instruction focusing on strategic listening/reading that includes explicit instruction in comprehension using before, during, and after reading strategies.	<ul style="list-style-type: none"> <li>- Florida Collections</li> <li>-Small group differentiated instruction that focuses on before, during, and after reading strategies.</li> <li>-Use recommended instructional priorities for Grouping 3 or 4 in i-Ready.</li> </ul>
Student’s score is in Grouping 2	Analyze data results to determine the level and content of daily differentiated intervention.	<ul style="list-style-type: none"> <li>- Florida Collections</li> <li>-Small group differentiated instruction that focuses on before, during, and after reading strategies.</li> <li>-Use recommended instructional priorities for Grouping 2 in i-Ready.</li> <li>-District-approved Supplemental Intervention Reading Program(s)</li> <li>-Daily small group targeted to meet students’ instructional needs</li> <li>- Student will use graphic organizers to learn unfamiliar words</li> <li>- Use a semantic feature grid to help them understand connections between words in text</li> <li>- Understand prefix and base word to determine the meaning of a word</li> <li>- Use context clues to read and understand new words</li> <li>- Utilize Story Maps</li> <li>- Think –Alouds</li> <li>- WICOR Strategies</li> <li>- Khan Academy</li> <li>- Text-sets of informational and literature content</li> </ul> <p style="color: red; margin-top: 10px;"><b>- Begin MTSS Tier 2 intervention if no improvement by the next benchmark progress monitoring.</b></p>
Student’s score is in Grouping 1	Analyze data results to determine the level and content of daily differentiated intervention and to provide targeted prescriptive instruction.	<ul style="list-style-type: none"> <li>- Florida Collections</li> <li>-Small group differentiated instruction that focuses on before, during, and after reading strategies.</li> <li>-Use recommended instructional priorities for Grouping 2 in i-Ready.</li> <li>-District-approved Supplemental Intervention Reading Program(s)</li> </ul>

	<p><b>Student is identified as substantially deficient in reading.</b></p>	<ul style="list-style-type: none"> <li>-Daily small group targeted to meet students’ instructional needs</li> <li>- Student will use graphic organizers to learn unfamiliar words</li> <li>- Use a semantic feature grid to help them understand connections between words in text</li> <li>- Understand prefix and base word to determine the meaning of a word</li> <li>- Use context clues to read and understand new words</li> <li>- Utilize Story Maps</li> <li>- Think –Alouds</li> <li>- Venn-Diagrams</li> <li>- Storyboard/Chain of Events graphic organizer</li> <li>- Cause/Effect graphic organizer</li> <li>- Teacher implements explicit comprehension strategy instruction by first giving a direct explanation, then modeling, then guided practice, and finally application</li> <li>- Read around the text strategy</li> <li>- WICOR Strategies</li> <li>- Khan Academy</li> <li>- Text-sets of informational and literature content</li> <li>-Shared Reading</li> </ul>
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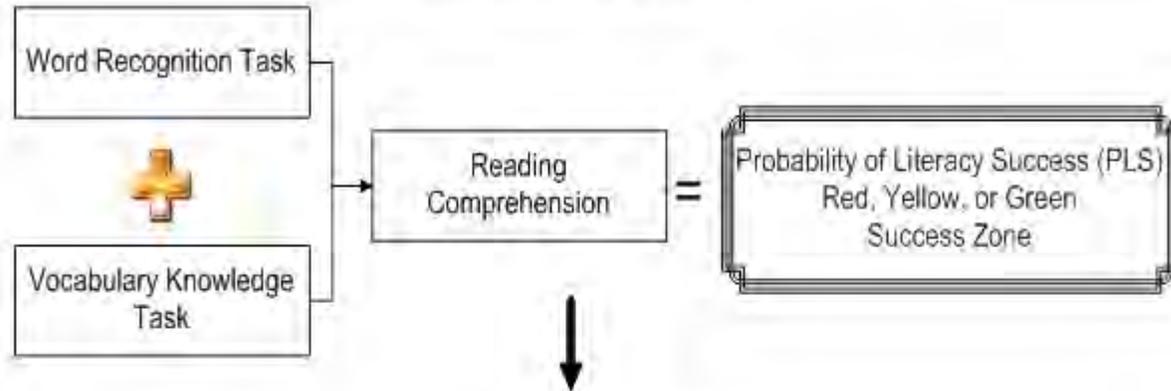
Grades 6-8 Tier 2 Reading Intervention Support		
If:	Then Course Enrollment Options:	SIS Code:
Scores level 2 on FSA ELA for 1 <sup>st</sup> time and/ or	Grade 6: M/J Reading 1008010 M/J AVID 1700110 M/J US History 2100010  Grade 7: M/J Reading 2 1008040 M/J AVID 7 <sup>th</sup> 1700120 M/J Civics 2106010  Grade 8: M/J Reading 3 1008070 M/J AVID 8 <sup>th</sup> 1700130 M/J World History 2109010	Use Code <b>A</b> for Reading Intervention Component when course is used as a Tier 2 Intervention Course.
Placed in Grouping 2 on i-Ready Diagnostic and/or		
Scores in the Yellow Success Zone on FAIR assessment and/or		
SRA Corrective Reading Placement Assessment based on grade level placement chart.		

Grades 6-8 Tier 3 Reading Intervention Support		
If:	Then Course Enrollment Options:	SIS Code:
Student Scores Level 2 of FSA ELA for the second year or scores a Level 1 for the first time and/or	M/J Intensive Reading 1000010	Use Code <b>B</b> for Reading Intervention Component when course is used as a Tier 3 Intervention Course.
Placed in Grouping 2 for the second year or places in grouping 1 for the first time and/or		
Scores in the Yellow Success Zone for the second year or the Red Success Zone for the first time on FAIR and/or		
SRA Corrective Reading Placement assessment based on grade level placement.		

## Grades 9-12 Assessment/Curriculum Decision Tree

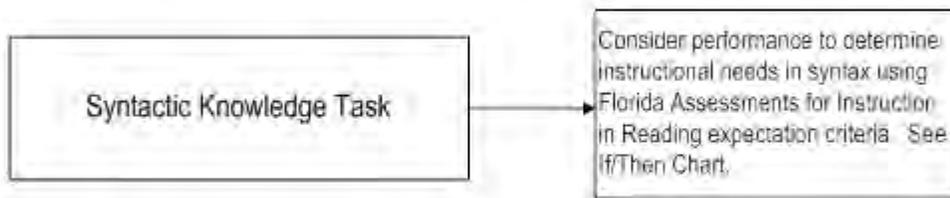
### FAIR-FS Screening

(Administered 3 times per year)



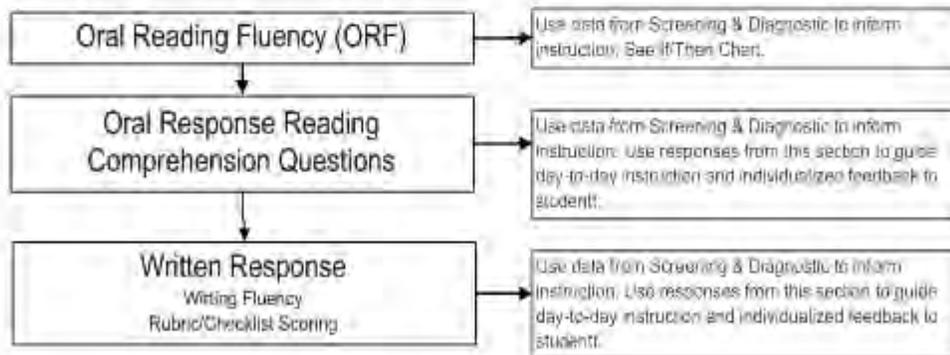
### Diagnostic Task

(Students scoring in Red or Yellow Success Zone may be administered 3 times per year)



### Optional Open Response Diagnostic Tasks

(Optional for students scoring in Red, Yellow, or Green Success Zone)



Consider using the ELA Formative Assessment System to monitor progress in each of the targeted skills and standards between Assessment Periods.

**Chart DT3 –(9-12) Assessment/Curriculum Decision Tree Using the Florida Assessments for Instruction in Reading Continued**

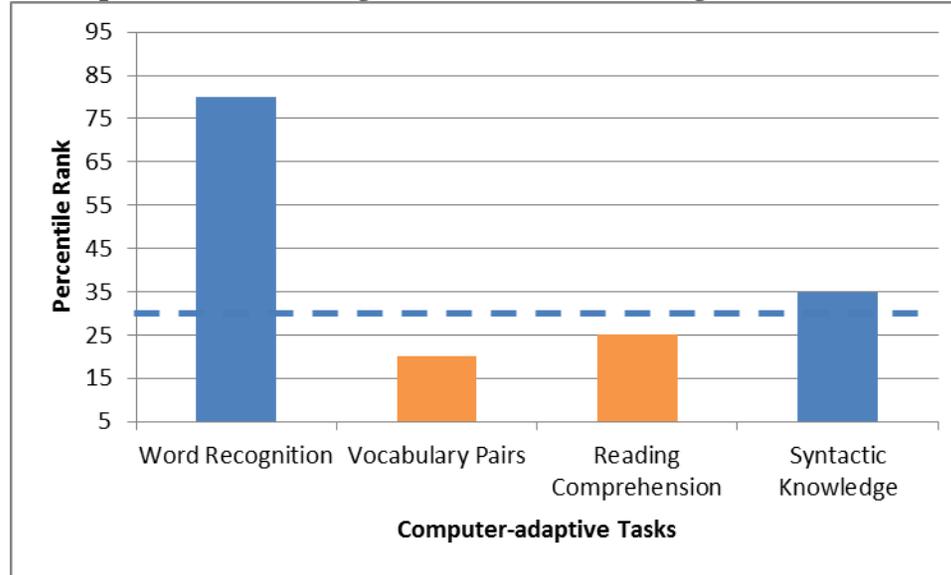
<b>Progress Monitoring Assessments</b>	<b>Date(s)</b>	<b>If</b>	<b>Then</b>	<b>Programs/Materials/Strategies</b>
<p><b>Grades 9-12</b> Administer FAIR-FS for students scoring below expectations on the state accountability assessment.</p>	<p>Assessment Period 1: August/September 2019 Assessment Period 2: January 2020 Assessment Period 3: April 2020</p>	<p>Student’s Probability of Literacy Success (PLS) score is at or above 85% (Green Success Zone)</p>	<p><b>Green Success Zone*</b></p> <ul style="list-style-type: none"> <li>• Consider individual students’ strengths &amp; 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                             <ul style="list-style-type: none"> <li>○ What programs/strategies do we have available to address these needs?</li> </ul> </li> </ul>	<p><b>Green Success Zone</b></p> <p>Florida Collections on-line resources Close Analytic Reading Word Walls Text-sets of informational and literature content Khan Academy WICOR Strategies</p>

		<p>Student's Probability of Literacy Success (PLS) score 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<sup>†</sup> to determine the appropriate programs/materials/strategies to meet student needs.</b></p> <p><b>WRT, VKT, SKT scores are above 30<sup>th</sup> percentile</b> Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p> <p><b>WRT is below 30<sup>th</sup> percentile</b></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> <li>• If the student has a high error rate, provide instruction in basic phonics (letter/sound patterns, syllable types, etc.)</li> <li>• <b>Begin MTSS if not improvement by the next benchmark progress monitoring.</b></li> </ul> <p><b>VKT is below 30<sup>th</sup> percentile</b></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> <li>• <b>Begin MTSS if not improvement by the next benchmark progress monitoring.</b></li> </ul>	<p><b>If a student's scores indicate sufficient decoding (WRT) and oral language skills (VKT, SKT).</b></p> <p>i-Ready Florida Collections on-line resources Word Walls Close Analytic Reading PrepWorks Text-sets of informational and literature content Khan Academy WICOR Strategies</p> <p><b>If a student's scores indicate difficulties with word recognition (WRT, fluency) only.</b></p> <p>i-Ready Florida Collections on-line resources Text-sets of informational and literature content WICOR Strategies</p> <p><b>If a student's scores indicate difficulties with oral language (VKT, SKT) only.</b></p> <p>i-Ready Florida Collections on-line resources PrepWorks Text-sets of informational and literature content Khan Academy WICOR Strategies</p> <p><b>If a student's scores indicate difficulties with both decoding (WRT) and oral language (VKT, SKT).</b></p>
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			<p><b>SKT is below 30<sup>th</sup> percentile</b></p> <ul style="list-style-type: none"> <li>• Provide explicit instruction in sentence construction and determining how clauses and ideas relate to one another throughout a text.</li> <li>• <b>Begin MTSS if not improvement by the next benchmark progress monitoring.</b></li> </ul> <p>*Consider use of the Open Response task to further assist in determining student misconceptions and instructional needs.</p> <p>**<b>Note:</b> The 30<sup>th</sup> percentile cut point used in this document is given as a guide to estimate the level of instructional support necessary for student success. This cut point may need to be refined within each school and district depending on local circumstances such as available resources and student performance. The 30<sup>th</sup> percentile cut point will be reevaluated by the Florida Center for Reading Research and Just Read, Florida! after data is collected with the new end-of-year outcome assessment.</p>	<p>Florida Collections i-Ready Text-sets of informational and literature content WICOR Strategies</p> <p>*Use Ongoing Progress Monitoring (OPM) or the ELA Formative Assessment System to monitor student progress between Assessment Periods.</p>
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**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.**

† **Example Profile of Strengths and Weaknesses on grades 3-12 FAIR-FS**



**Materials/Activities Chart  
Grades 9-12**

	<b>PROGRAMS/MATERIALS</b>	<b>ACTIVITIES</b>	<b>REFERENCES</b>
<b>PHONOLOGICAL AWARENESS</b>	Florida Collections: Online Resources	Close Reading in textbooks and on-line; short stories, biography's, memoirs, Poems, News Articles	Monitored by classroom reading teacher
	i-Ready	i-Ready lessons based on students need being monitored and adjusted as needed by reading teacher	

**Materials/Activities Chart  
Grades 9-12**

	<b>PROGRAMS/MATERIALS</b>	<b>ACTIVITIES</b>	<b>REFERENCES</b>
<b>PHONICS</b>	<p>Florida Collections: Online Resources</p> <p>i-Ready</p>	<p>Close Reading in textbooks and on-line; short stories, biography's, memoirs, Poems, News Articles</p> <p>i-Ready lessons based on students need being monitored and adjusted as needed by reading teacher</p>	<p>Monitored by classroom reading teacher</p>
<b>FLUENCY</b>	<p>Florida Collections: Online Resources</p> <p>i-Ready</p> <p>Newsela</p>	<p>Close Reading in textbooks and on-line; short stories, biography's, memoirs, Poems, News Articles</p> <p>Student access to multiple resources from Florida Collections reading series</p> <p>i-Ready lessons based on students need being monitored and adjusted as needed by reading teacher</p> <p>Students will read informational text at multiple lexile levels. Students are given questions and writing prompts with every article.</p>	<p>Monitored by classroom reading teacher</p> <p>Monitored by classroom reading teacher</p> <p>Monitored by classroom reading teacher</p>

**Materials/Activities Chart  
Grades 9-12**

	<b>PROGRAMS/MATERIALS</b>	<b>ACTIVITIES</b>	<b>REFERENCES</b>
<b>VOCABULARY</b>	<p>Florida Collections: Online Resources</p> <p>i-Ready</p> <p>Newsela</p> <p>Khan Academy</p> <p>Prepworks</p>	<p>Close Reading in textbooks and on-line; vocabulary building</p> <p>On-line program allowing students to create interactive vocabulary</p> <p>i-Ready lessons based on students need being monitored and adjusted as needed by reading teacher</p> <p>Students will read informational text at multiple lexile levels. Students are given questions and writing prompts with every article.</p>	<p>Monitored by classroom reading teacher</p> <p>Monitored by classroom reading teacher</p> <p>Monitored by classroom teacher</p>
<b>COMPREHENSION</b>	<p>Florida Collections: Online Resources</p> <p>i-Ready</p> <p>Newsela</p> <p>Prepworks</p> <p>Khan Academy</p>	<p>Close Reading in textbooks and on-line</p> <p>i-Ready lessons based on students need being monitored and adjusted as needed by reading teacher</p> <p>Students will read informational text at multiple lexile levels. Students are given questions and writing prompts with every article.</p>	<p>Monitored by classroom reading teacher</p> <p>Monitored by classroom reading teacher</p> <p>Monitored by classroom teacher</p>

Grades 9-12 Tier 2 Reading Intervention Support		
If ( 2 or more):	Then Course Enrollment Options:	SIS Code:
Scores level 2 on FSA ELA for 1 <sup>st</sup> time and/ or	Grade 9: AVID 1700390 Intensive Reading 1000410	Use Code <b>A</b> for Reading Intervention Component when course is used as a Tier 2 Intervention Course.
Placed in Grouping 2 on i-Ready Diagnostic and/or	Grade 10: AVID 1700390 Intensive Reading 1000410	
Scores in the Yellow Success Zone on FAIR assessment and/or	Grade 11: AVID 1700400 Intensive Reading 1000410  Grade 12: AVID 1700420 Intensive Reading 1000410	

Grades 6-8 Tier 3 Reading Intervention Support		
If (2 or more):	Then Course Enrollment Options:	SIS Code:
Student Scores Level 2 of FSA ELA for the second year or scores a Level 1 for the first time and/or	Intensive Reading 1000410	Use Code <b>B</b> for Reading Intervention Component when course is used as a Tier 3 Intervention Course.
Placed in Grouping 2 for the second year or places in grouping 1 for the first time and/or		
Scores in the Yellow Success Zone for the second year or the Red Success Zone for the first time on FAIR and/or		