

Monroe 2018-19 K-12 Comprehensive Research-Based Reading Plan

Contact Information

The district contact should be the person ultimately responsible for the plan. This person will be FDOE’s contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district.

District Contact: Sarah Adams Morton

Contact Email: sarah.morton@keysschools.com

Contact Telephone: (305) 289-2480 x55343

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 and 2016-2017 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Performance Goals							
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	57	58	61	60	61	62	64

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Growth (Learning Gains) Goals							
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	53	55	57	58	57	59	60

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	29	27	35	25	29	23	20
White/Hispanic	17	14	17	13	17	13	12
Economically Disadvantaged/Non-Economically Disadvantaged	25	22	25	19	19	20	17
Students with Disabilities/Students without Disabilities	38	34	37	31	38	29	26
English Language Learners/ Non-English Language Learners	35	37	40	34	34	34	27

* 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.

100% of the expenditures from the allocation are utilized for salaries of Literacy Coaches. In short, coaches improve teaching, which improves learning, and ultimately results in increased student achievement.

Through job-embedded professional development coaches provide training to teachers in the areas of unpacking standards, using progress monitoring tools to develop instructional groups and implementing summative and formative assessments to drive instruction. Coaches provide training to teachers on the proper use of MCSD literacy curriculum resources, scientifically-based reading strategies, differentiation, and scaffolding. Additional professional development provided by coaches include: book studies, faculty presentations, small group data-based conversation facilitation, and large group facilitation of the Reading Endorsement and Content Area Literacy Professional Development.

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?

Dave Murphy- Executive Director, Assessment & Accountability
Sarah Morton- Literacy & Language Arts Supervisor

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.

STAR Early Literacy- Grades K (and up as determined by student need).
STAR Reading- (Grades 1-12)
Istation ISIP- Grades K-5

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

Student Progress Monitoring data will be collected and reviewed 3x per year (September, January, April).

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

Sarah Morton- Literacy & Language Arts/ MTSS Supervisor & Coordinator

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?

Theresa Axford- Executive Director of Teaching and Learning
Sarah Morton- Literacy & Language Arts Supervisor

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

Principals at each school site collect lesson plans which demonstrate correlation to the Florida State Standards.

STAR, Istation, and Read 180 data will also be collected and triangulated to ascertain the effectiveness of classroom instruction.

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

Lesson plans are collected monthly. Triangulated data will be collected in the Fall, Winter, and Spring testing windows.

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

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

Sarah Morton- Literacy & Language Arts Supervisor

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

Literacy Coaches serve as a tool to communicate, train, and support teachers in all content areas. Leveled reading, non-fiction text book rooms are available at each school site. Additionally, students have access to digital text and mediums through Istation, Achieve 3000, MyOn and E-Follet library.

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

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

Sarah Morton, Literacy and Language Arts Supervisor
Kristy Linares, Assistive Technology Support- FDLRs
Kristen Condella, Instructional Materials and Technology Coordinator

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

Evidence includes follow-up from training on UDL, analytics from software (such as Snap-and-Read) which is designed to support UDL, and Walkthrough look-fors completed by participants of Competency 4 of the Reading Endorsement as well as District level support.

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

Three times per school year- August, December, March.

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

See Appendix A.

Research-Based Reading Instruction Allocation

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

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

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

Professional Development

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

- 1. Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the district master inservice plan?**

Sarah Adams Morton, Literacy Supervisor & Coordinator

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

100% of the allocation funds Literacy Coaches which provide Professional Development as a a major part of their job assignment.

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

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

Sarah Adams Morton, Literacy Supervisor

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

Yes, and Title II/SAI/Internal Reading funds supplement this.

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 be Reading Endorsed or Certified with at least 3 years of highly effective teaching experience. Master's Degree in Reading/Literacy and/or School Leadership is preferred.

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

Key Largo School, Coral Shores High School, Plantation Key School, Marathon Middle/High School, Stanley Switlik Elementary School, Sugarloaf School, Gerald Adams Elementary School, Poinciana Elementary School, Horace O'Bryant School, Key West 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, the coaching model does vary in accordance with needs based on student achievement data.

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

- a. Elementary:4.75
- b. Middle:2.25
- c. High:2

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

To determine coach effectiveness both quantitative and qualitative data are considered. Coaches are evaluated as Teachers as Special Assignment using the Charlotte Danielson Framework for teaching. The evaluation system includes school improvement/VAM and a professional growth plan process. Additionally, coaches complete weekly logs to track their time. The goal is for coaches to spend at least 80% of their time working within the coaching cycle. In addition to tracking the time spent coaching, coaches collect baseline data (STAR/iStation/Achieve/Illuminate) prior to working through coaching cycles and conduct posts assessment and/or other progress monitoring to determine the effectiveness of the coaching cycle. Another method of evaluating the effectiveness of a coach is that Instructional staff provide feedback on the coaches' effectiveness by participating in a beginning of the year and end of year survey that is based on Jim Knight' Coaching model.

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

100% of funds are used to fund Literacy Coaches (minus Charter Schools proportionate share)

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.

N/A

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

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

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

N/A

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.:

N/A

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

N/A

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.**

N/A

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:**Sarah Adams Morton
2. **Email Address:**sarah.morton@keysschools.com
3. **Phone Number:**305-289-2480 x55343
4. **Please list the schools which will host a SRC:**

Key Largo School, Stanley Switlik, Sugarloaf, Poinciana Elementary*pending
*construction at many school sites for the summer of 18 – plans are being finalized and subject to change

5. **Provide the following information regarding the length of your district SRC:**
 - a. **Start Date:**June 11
 - b. **Which days of the week is SRC offered:**Monday-Friday (July 4 is a holiday)
 - c. **Number of instructional hours per day in reading:**6.5
 - d. **End Date:**July 13
 - e. **Total number of instructional hours of reading:**156
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?**

For grade 3, 1:12; for grades 1-2 1:18

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

Grades 1 and 2

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

STAR comparative results from attendees vs non attendees (AP3 for 1718 SY through AP1 for 1819 SY)

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	64,000
District expenditures on reading coaches	464,089
District expenditures on intervention teachers	0
District expenditures on supplemental materials or interventions	0
District expenditures on professional development	0
District expenditures on summer reading camps	0
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	470,489
Amount of district research-based reading instruction allocation for 2018-2019	470,489

APPENDIX A

Literacy Leadership Agenda 4/9/18

Marathon Middle- High School, Room 2102

In attendance: All K-12 Literacy Coaches, K-12 Media Specialists, ELL Coordinator, ESE Coordinator, Reading and MTSS Coordinator, Instructional Programs and Materials Coordinator

Time	Topic	Subtopics- Notes																																	
9-10	Breakfast Book Club- Disrupting Thinking <i>Ending Chapters- Bob Probst will join. Plan to launch book district-wide next year with him and other authors supporting us using various platforms.</i>																																		
10-11	Newspapers in Education	Webinar- Time Certain																																	
LUNCH																																			
12-1	Reading Deficiency	Literacy Resources for parents																																	
1-2	Share/Vet CRRP Revisions	Feedback from schools: due April 30.																																	
2-3	<i>Reading Endorsement 1819 projections and plans</i> Define Level I Teachers for targeted Enrollment (17-18 AND ON) <ul style="list-style-type: none"> ● Elementary ● Reading ● English ● Teachers, other 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">School</th> <th style="text-align: center;">15-16</th> <th style="text-align: center;">17-18</th> </tr> </thead> <tbody> <tr> <td>Coral Shores</td> <td style="text-align: center;">45.45%</td> <td style="text-align: center;">70%</td> </tr> <tr> <td>Key Largo</td> <td style="text-align: center;">34.38%</td> <td style="text-align: center;">55%</td> </tr> <tr> <td>Marathon High</td> <td style="text-align: center;">55.56%</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Stanley Switlik</td> <td style="text-align: center;">19.35%</td> <td style="text-align: center;">39%</td> </tr> <tr> <td>Horace O'Bryant</td> <td style="text-align: center;">22.58%</td> <td style="text-align: center;">38%</td> </tr> <tr> <td>Plantation Key</td> <td style="text-align: center;">26.67%</td> <td style="text-align: center;">37%</td> </tr> <tr> <td>Sugarloaf</td> <td style="text-align: center;">35.29%</td> <td style="text-align: center;">36%</td> </tr> <tr> <td>Gerald Adams</td> <td style="text-align: center;">8.33%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>Poinciana</td> <td style="text-align: center;">18.18%</td> <td style="text-align: center;">26%</td> </tr> <tr> <td>Key West High</td> <td style="text-align: center;">14.29%</td> <td style="text-align: center;">22%</td> </tr> </tbody> </table> <p>Note- 17-18 includes percentage of level 1 teachers (including TSAs assigned to intervention); 15-16 is an overall percentage.</p>	School	15-16	17-18	Coral Shores	45.45%	70%	Key Largo	34.38%	55%	Marathon High	55.56%	50%	Stanley Switlik	19.35%	39%	Horace O'Bryant	22.58%	38%	Plantation Key	26.67%	37%	Sugarloaf	35.29%	36%	Gerald Adams	8.33%	30%	Poinciana	18.18%	26%	Key West High	14.29%	22%
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3-4	Announcements-- 1. ELL Updates- Note our ELL Coordinator attends each monthly meeting. ESE at least annually. 3-5 Instructional Materials Survey	Google Meet: Friday, April 27 for CRRP Feedback from Schools and ESE/ELL Departments.																																	
4.27 11-12:30	Review and feedback regarding Assessment- Decision Tree and Alignment of Plans RICH DISCUSSION!	<ol style="list-style-type: none"> 1. ELL will work with Reading Department to create a tree regarding programs based on LANGUAGE screeners. 2. ESE will onboard ESE teachers to reading endorsement 3. All students at Tier 3 need access to intensive intervention; while that looks different at each site due to staff, better communication will occur amongst the departments to ensure this happens. 4. Include ESE Department Representative at Coaches' meetings at least quarterly. 5. Year One: Monitor Correct Identification 6. Year Two: Monitor Correct Placement 																																	

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.

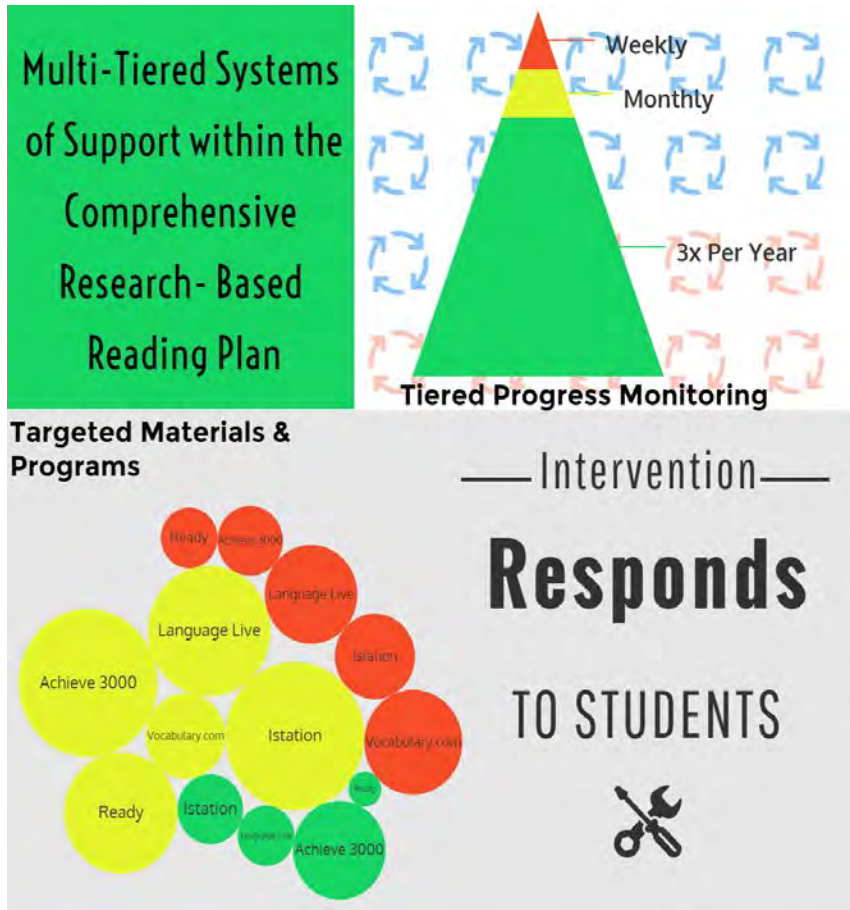
- DT1 – Elementary (K-5)
- DT2 – Middle (6-8)
- DT3 – High (9-12)

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 plan intervention for students scoring in the following performance levels:
 - 1) Scaled score of 497-529
 - 2) Scaled score of 438-496
 - 3) Scaled score of 437 and below; and

An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

Assessment/Curriculum Decision Trees



In order to enhance reading education in the elementary and secondary programs, Monroe County has adopted the following practical research-based¹ principles. Every day students...

- Will read texts they have selected.
- Will read texts accurately.
- Will read texts they understand.
- Will talk to peers about their reading.
- Will write text that is meaningful.
- Will listen to a fluent adult read aloud.

Independently reading with comprehension is the goal of adolescent literacy development. Adolescent students have unique needs and are best served through Responsive Literacy Instruction². Responsive Literacy Instruction includes: more than a curriculum of basic skills; occurs within a comprehensive literacy program; views adolescents as a resource; and comes from effective teachers who have the knowledge and practices to address struggling adolescent readers' needs. Through Responsive Literacy Instruction, every student can improve their skills and all students can achieve high levels of achievement.


The Monroe County School District's Multi-Tiered System of support plan includes initial screening and data triangulation to identify the strengths and needs of each student. A comprehensive data analysis which includes historical and current data as well as teacher and parent input are used to make the best possible placement decisions for students. Reading interventions are implemented with initial intensity and fidelity. Group size and frequency adjustment

decisions are based upon progress monitoring graphs which illustrate the student's response to intervention.

¹ Educational Leadership: Reading: The Core Skill: <http://www.ascd.org/publications/educational-leadership/mar12/vol69/num06/Every-Child,-Every-Day.aspx>

² Brozo, W. G. (2011). RTI and the adolescent reader: Responsive literacy instruction in secondary schools. New York: Teachers College Press, Columbia University.


FALL PLACEMENT GRADE K

	Student's Independent Reading Capacity Based on HISTORICAL and CURRENT DATA	PMP Support?	CRRP CCP Material	Teacher Expertise	Program/Materials/Strategies/*Intensity	
3	FLKRS: STAR Early Literacy PR <10 PR 10-20	Students with an Identified Phonemic Awareness Deficit will be provided immediate, intensive intervention, per the MTSS PMP		HMH Reading Toolkit	Reading Certified/ Endorsed/ Enrolled	Program: Varies based on diagnostic Materials: Istation Teacher-Led Interventions; FCRR; Syllabboards; Manipulatives; Mirrors, Letter Tiles Strategies: Group Size of 3 or Less; Incremental Rehearsal; Incentive Based Reading Reward Program; Multi-sensory Instruction; Data Chats Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day
	3	FLKRS SS <437 FLKRS PA PR <25 ISIP SS <169	Yes			
2	FLKRS: STAR Early Literacy PR 21-25	FLKRS SS 438-496 ISIP SS <170-173	Yes	HMH Write-In Reader	Elementary/ Early Childhood Education	Program: Istation Materials: Istation Teacher-Led interventions; FCRR, Syllabboards; Manipulatives: Mirrors, Letter Tiles Strategies: small group instruction; Multi-sensory Instruction; Data Chats Intensity: Group Size of 6 or Less; 2+ days per week; 20+minutes per day
2	FLKRS: STAR Early Literacy PR 26-40	FLKRS SS 497-529 ISIP SS <174-177	No			
1	FLKRS: STAR Early Literacy PR >50	FLKRS SS >530 ISIP SS >177	No	HMH Leveled Readers		

***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. Tier 3 data indicates that a has a substantial reading deficiency and parents are notified as required in Section 1008.25, F.S.**






FALL PLACEMENT GRADE 1

	Student's Independent Reading Capacity Based on HISTORICAL and CURRENT DATA		PMP Support?	CRRP CCP Material	Teacher Expertise	Program/Materials/Strategies/*Intensity
3	STAR Early Literacy	Students with an Identified Phonemic Awareness Deficit will be provided immediate, intensive intervention, per the MTSS PMP		HMH Reading Toolkit	Reading Certified/ Endorsed/ Enrolled	Program: Varies based on diagnostic Materials: Istation Teacher-Led Interventions; FCRR; Syllabboards; Manipulatives; Mirrors, Letter Tiles Strategies: Group Size of 3 or Less; Incremental Rehearsal; Incentive Based Reading Reward Program; Multi-sensory Instruction; Data Chats Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day
	STAR Reading PR<25	Lexile: 100 ISIP: <190 STAR SS: <64	Yes			
2	STAR Reading PR 26-40	Lexile: 100-150 ISIP: 190-193 STAR SS: 64-71	Yes	HMH Write-In Readers	Elementary / Early Childhood Education	Program: Istation Materials: Istation Teacher-Led interventions; FCRR, Syllabboards; Manipulatives: Mirrors, Letter Tiles Strategies: small group instruction; Multi-sensory Instruction; Collaborative Conversations; Data Chats Intensity: Group Size of 6 or Less; 2+ days per week; 20+minutes per day
2	STAR Reading PR 41-50	Lexile: 151- 200 ISIP: 194-199 STAR SS: 71-75	No			
1	STAR PR >50	Lexile: >201 ISIP: > 200 STAR SS: > 75	No	HMH Leveled Readers		Program: Istation; Scholastic Guided Reading, Words Their Way Materials: Istation Teacher-Led Interventions, Leveled Text, Standards Based Question Task Cards Strategies: Small-group instruction; Writing to Read; Collaborative Conversations; Multi-sensory Instruction; Data Chats Intensity: Whole and Cooperative Groups; 5 days per week; 90+minutes per day

***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. Tier 3 data indicates that a student has a substantial reading deficiency and parents are notified as required in Section 1008.25, F.S.**




FALL PLACEMENT GRADE 2

	Student's Independent Reading Capacity Based on HISTORICAL and CURRENT DATA	PMP Support?	CRRP CCP Material	Teacher Expertise	Program/Materials/Strategies/*Intensity
3 	STAR Early Literacy STAR PR <25	Students with an Identified Phonemic Awareness Deficit will be provided immediate, intensive intervention, per the MTSS PMP Lexile: <300 ISIP: <209 STAR SS: <114	HMH Reading Toolkit	Reading Certified / Endorsed/ Enrolled	Program: Varies based on diagnostic Materials: Istation Teacher-Led Interventions; FCRR; Syllabards; Manipulatives; Mirrors, Letter Tiles Strategies: Incremental Rehearsal; Incentive Based Reading Reward Program; Multi-sensory Instruction; Data Chats Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day
2	STAR PR 26-40	Lexile: 301-400 ISIP: 209-214 STAR SS: 114-182	Yes	HMH Write-In Readers	Program: IStation Materials: Istation Teacher-Led interventions; FCRR, Syllabards; Manipulatives: Mirrors, Letter Tiles Strategies: small group instruction; Multi-sensory Instruction; Collaborative Conversations; Data Chats
2	STAR PR 41-50	Lexile: 401-500 ISIP: 215-218 STAR SS: 182-219	Yes		Program: IStation, Scholastic Guided Reading, Words Their Way
1 	STAR PR >50	Lexile: >500 ISIP: >218 STAR SS: >219	No	HMH Leveled Readers	Materials: Istation Teacher-Led Interventions, Leveled Text, Standards Based Question Task Cards Strategies: Small-group instruction; Writing to Read; Collaborative Conversations; Multi-sensory Instruction; Data Chats Intensity: Whole and Cooperative Groups; 5 days per week; 90+minutes per day

*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. **Tier 3 data indicates that a has a substantial reading deficiency and parents are notified as required in Section 1008.25, F.S.**





FALL PLACEMENT GRADE 3

	Student's Independent Reading Capacity Based on HISTORICAL and CURRENT DATA	PMP Support?	CRRP CCP Material	Teacher Expertise	Program/Materials/Strategies/*Intensity
3	STAR Early Literacy Grade 3 Retention	Students with an Identified Phonemic Awareness Deficit will be provided immediate, intensive intervention, per the MTSS PMP		*Must be provided alternate CCP Material*	Program: Varies based on diagnostic Materials: Leveled Text, Istation Teacher-Led Interventions; FCRR, Ready; FSA Question Task Cards Strategies: Diagnostic-driven intervention, Group Size of 3 or Less; Incentive-Based Reading Reward Program Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day
3	STAR PR <25	Lexile: <400 ISIP: <232 STAR SS: <261	Yes	HMH Reading Toolkit	
2	STAR PR 26- 40	Lexile: 400-500 ISIP: 223-230 STAR SS: 261-323	Yes	HMH Write-In Readers	Program: IStation Materials: Leveled Text, Istation Teacher-Led Interventions; FCRR, Ready, FSA Question Stem Task Cards Strategies: Choice in Text Selection; Everybody Writes; Reciprocal Teaching Intensity: Group Size of 6 or Less; 2+ days per week; 20+minutes per day
2	STAR PR 41-49	Lexile: 501-600 ISIP: 231-242 STAR SS:323-362	No		
1	STAR PR >50	Lexile: 601+ ISIP: 243+ STAR SS: >362	No	HMH Leveled Readers	


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FALL PLACEMENT GRADE 4

	Student's Independent Reading Capacity Based on HISTORICAL and CURRENT DATA		PMP Support?	CRRP CCP Material	Teacher Expertise	Program/Materials/Strategies/*Intensity
3	FSA-SS <284	Students with an Identified Phonemic Awareness Deficit will be provided immediate, intensive intervention, per the MTSS PMP		HMH Reading Toolkit	Reading Certified/Endorsed/Enrolled	Program: Varies based on diagnostic Materials: Leveled Text, Istation Teacher-Led Interventions; FRCC, Ready; FDOE ELAFS, FSA Question Stem Cards Strategies: Diagnostic-Driven Intervention; Incentive Based Reading Reward Program Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day
	FSA- SS 285-293 STAR PR: <24	Lexile: <500 ISIP: <1685 STAR SS: <357	Yes			
2	FSA- SS 294-299 STAR PR: 25-30	Lexile: 500-550 ISIP: 1685-1716 STAR SS: 357-379	Yes	HMH Write-In Readers	Elementary Education	Program: IStation Materials: Leveled Text, Istation Teacher-Led Interventions; FCRR, Ready; FDOE ELAFS, FSA Task Cards Strategies: Choice in Text Selection; Everybody Writes; Reciprocal Teaching Intensity: Group Size of 6 or Less; 2+ days per week; 20+minutes per day
	FSA- SS 300-308 STAR PR: 31-40	Lexile: 551-650 L ISIP: 1717-1747 STAR SS: 380-423	Yes			
FSA- SS 309-314 STAR PR: 41-49	Lexile: 651-700 ISIP: 1748-1778 STAR SS: 424-465	No				
1	FSA-SS 315+ STAR PR: >50	Lexile: 701+ ISIP: 1779+ STAR SS: >465	No	HMH Leveled Readers		Program: IStation, AR 360, Scholastic Guided Reading, Materials: Leveled Text, FDOE ELAFS, FSA Question Stem Task Cards Strategies: Project-Based Learning Intensity: Whole and Cooperative Groups; 5 days per week; 90+minutes per day
*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. 						



FALL PLACEMENT GRADE 5

	Student's Independent Reading Capacity Based on HISTORICAL and CURRENT DATA	PMP Support?	CRRP CCP Material	Teacher Expertise	Program/Materials/Strategies/*Intensity			
3	FSA SS <296	Students with an Identified Phonemic Awareness Deficit will be provided immediate, intensive intervention, per the MTSS PMP		HMH Reading Toolkit	Reading Certified / Endorsed/ Enrolled	Program: Varies based on diagnostic Materials: Leveled Text, Istation Teacher-Led Interventions; FCRR, Ready, FSA Question Stem Task Cards Strategies: Diagnostic-Driven Intervention, Incentive-Based Reading Reward Program Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day		
	FSA SS 297-304 STAR PR: <24	Lexile: <600 ISIP: < 1783 STAR SS: <453	Yes					
2	FS SS 34-310 STAR PR: 25-30	Lexile: 601-700 ISIP: 1783-1837 STAR SS: 454-509	Yes	HMH Write-In Readers	Elementary Education			
	FSA SS 311-318 STAR PR: 31-40	Lexile: 701 - 800 ISIP: 1838-1891 STAR SS: 510-525	Yes					
2	FSA SS 319-324 STAR PR: 41-49	Lexile: 801-900 ISIP: 1892-1947 STAR SS: 525-569	No				HMH Leveled Readers	Program: IStation, Scholastic Guided Reading Materials: Leveled Text, FSA Question Stem Task Cards Strategies: Project-Based Learning Intensity: Whole and Cooperative Groups; 5 days per week; 90+minutes per day
1	FSA SS 325+ STAR PR: 50+	Lexile:> 900 ISIP: > 1947 STAR SS: >570	No					

***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.**




FALL PLACEMENT GRADE 6

	Student's Independent Reading Capacity Based on HISTORICAL and CURRENT DATA	PMP?	Course Placement	Teacher Expertise	Program/Materials/Strategies/*Intensity	
3	Students scoring at Level 1 for three or more years will be provided intensive, immediate, intervention through placement in Intensive Reading per the MTSS plan.		Reading 1008010	<i>Reading Certified/Endorsed</i>	Program: IStation, Read 180* Materials: Browser-Enabled Device, IStation Interventions, FCRR, CommonLit.org, FSA Question Stem Cards, Leveled Text Library Strategies: Incentive-Based Reading Reward Program In alignment with Monthly Data Chats; Small Group Explicit Instruction, Close Reading of Complex Text, Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day	
	Level 1 or 2 in last three years FSA SS 259-308	PR < 25 SS <537 Lexile < 500 ISIP <1993	Yes			Reading 1008010
2	Level 2 or 3 in last three years FSA SS 309-325	PR 26-40 SS 538-626 Lexile 500-650 ISIP 1993-2039	Yes	Critical Thinking 1700100	<i>Reading Certified/Endorsed/In Progress</i>	Program: Achieve3000, Read 180* Materials: Browser-Enabled Device, FCRR, FSA Question Stem Cards, Gamified Vocabulary, CommonLit.org, Leveled Text Library Strategies: Student Choice in Text Selection; Teacher Modeled Stretch Passages, Close Reading of Complex Text Intensity: Group Size of 6 or Less; 2+ days per week; 20+minutes per day
2	Level 2 or 3 in last three years FSA SS 326	PR 41-50 SS 627-683 Lexile 651-875 ISIP 2040-2129	No	<i>Varies AVID Advanced Placement Honors</i>	<i>Varies</i>	Programs: SpringBoard Materials: Browser-Enabled Device, Leveled Text, Gamified Vocabulary, FSA Task Card, CommonLit.org, myOn, Leveled Text Library, Literacy Sequence Strategies: Text-dependent Discussions and Written Response to Text, Collaborative Conversations, Multisensory Instruction Intensity: Whole and Cooperative Groups; 5 days per week; 50+minutes per day
1	Level 4 and 5 in last three years FSA SS	PR 50+ SS 684+ Lexile 876+ ISIP 2130+				
*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. 						

***Read 180 used at one Middle School.**



FALL PLACEMENT GRADE 7

	Student's Independent Reading Capacity Based on HISTORICAL & CURRENT DATA	PMP?	Course Placement	Teacher Expertise	Program/Materials/Strategies/*Intensity	
3	Students scoring at Level 1 for three or more years will be provided intensive, immediate, intervention through placement in Intensive Reading per the MTSS plan.		Reading 1008010	<i>Reading Certified/ Endorsed</i>	Program: IStation, Read 180* Materials: Browser-Enabled Device, IStation Interventions, FCRR, CommonLit.org, FSA Question Stem Cards, Leveled Text Library Strategies: Incentive-Based Reading Reward Program In alignment with Monthly Data Chats; Small Group Explicit Instruction, Close Reading of Complex Text, Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day	
3	Level 1 or 2 in last three years FSA SS < 267	PR <25 SS <601 Lexile <550 ISIP <2061	Yes	Reading 1008010		
2	Level 2 or 3 in last three years FSA SS 268-317	PR 26-40 SS 713-600 Lexile 550-750 ISIP 2061-2129	Yes	Critical Thinking 1700100	<i>Reading Certified/ Endorsed/ In Progress</i>	Program: Achieve3000, Read 180* Materials: Browser-Enabled Device, FCRR, FSA Question Stem Cards, Gamified Vocabulary, CommonLit.org, Leveled Text Library Strategies: Student Choice in Text Selection; Teacher Modeled Stretch Passages, Close Reading of Complex Text Intensity: Group Size of 6 or Less; 2+ days per week; 20+minutes per day
2	Level 2 or 3 in last three years FSA SS 332-345	PR 41-50 SS 714-810 Lexile 751-950 ISIP 2130-2211	No	<i>Varies AVID Advanced Placement Honors</i>	Varies	Programs: SpringBoard, Materials: Browser-Enabled Device, Leveled Text, Gamified Vocabulary, FSA Task Cards, CommonLit.org, myOn, Leveled Text Library, District created Literacy Sequence Strategies: Text-dependent Discussions and Written Response to Text, Collaborative Conversations, Multisensory Instruction Intensity: Whole and Cooperative Groups; 5 days per week; 50+minutes per day
1	Level 4 and 5 in last three years FSA SS 346+	PR 50+ SS 811+ Lexile 951+ ISIP 2212+				



***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.**





FALL PLACEMENT GRADE 8

	Student's Independent Reading Capacity Based on HISTORICAL & CURRENT DATA		PMP?	Course Placement	Teacher Expertise	Program/Materials/Strategies/*Intensity
3	Students scoring at Level 1 for three or more years will be provided intensive, immediate, intervention through placement in Intensive Reading per the MTSS plan.			Reading 1008010	<i>Reading Certified/End orsed</i>	Program: IStation, Read 180* Materials: Browser-Enabled Device, IStation Interventions, FCRR, CommonLit.org, FSA Question Stem Cards, Leveled Text Library Strategies: Incentive-Based Reading Reward Program In alignment with Monthly Data Chats; Small Group Explicit Instruction, Close Reading of Complex Text, Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day
3	Level 1 or 2 in last three years FSA SS <274	PR <25 SS < 680 Lexile <600 ISIP < 2129	Yes	Reading 1008010		
2	Level 2 or 3 in last three years FSA SS 274-321	PR 26-40 SS 680-847 Lexile 600-800 ISIP 2129-2157	Yes	Critical Thinking 1700100	<i>Reading Certified/End orsed/In Progress</i>	Program: Achieve3000, Read 180* Materials: Browser-Enabled Device, FCRR, FSA Question Stem Cards, Gamified Vocabulary, CommonLit.org, Leveled Text Library Strategies: Student Choice in Text Selection; Teacher Modeled Stretch Passages, Close Reading of Complex Text Intensity: Group Size of 6 or Less; 2+ days per week; 20+minutes per day
2	Level 2 or 3 in last three years FSA SS 338-351	PR 41-50 SS 848-920 Lexile 801-1037 ISIP 2158-2211	No	Varies AVID Advanced Placement Honors	Varies	Programs: SpringBoard, Materials: Browser-Enabled Device, Leveled Text, Gamified Vocabulary, FSA Task Card, CommonLit.org, myOn, Leveled Text Library, District created Literacy Sequence Strategies: Text-dependent Discussions and Written Response to Text, Collaborative Conversations, Multisensory Instruction Intensity: Whole and Cooperative Groups; 5 days per week; 50+minutes per day
1	Level 4 and 5 in last three years FSA SS 352+	PR 50+ SS 921+ Lexile 1038+ ISIP 2212+				
<p>*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.</p> 						


FALL PLACEMENT GRADE 9

	Student's Independent Reading Capacity Based on HISTORICAL & CURRENT DATA		PMP	Course Placement	Teacher Expertise	Program/Materials/Strategies/Intensity
3	Students scoring at Level 1 for three or more years will be provided intensive, immediate, intervention through placement in Intensive Reading per the MTSS plan.			Intensive Reading 1000410	Reading Certified/ Endorsed	Program: Achieve Boost Materials: Browser-Enabled Device, Achieve 3000 Boost Ancillaries, Flocabulary.com, Vocabulary.com, FSA Task Cards, Myon.com Strategies: Teacher Modeled Stretch Passages, Student Choice in Text Selection, Incentive-Based Reading Rewards in Alignment with Monthly Data Chats Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day
3	FSA Level 1 or 2 in last three years FSA Scale Score: 276-355	PR STAR <10 SS STAR <590 Lexile <775	Yes			
2	Low Level 2 in last three years FSA Scale Score: 328-335	PR STAR 11-20 SS STAR 590- 717 Lexile- 776-900	Yes	Reading 1008300		Program: Achieve3000 with Springboard Alignment Materials: Browser-Enabled Device, Achieve3000, Flocabulary.com, Vocabulary.com, FSA Task Cards, Myon.com Strategies: Multiple Readings of Complex Text, Choice in Text Selection; Teacher Modeled Stretch Passages, Active Reading Strategies Intensity: Group Size of 6 or Less; 2+ days per week; 20+minutes per day
2	High Level 2 or 3 in last three years FSA Scale Score: 336-343	PR STAR 21-25 SS STAR 718-790 Lexile 901-1045	Yes			
2	High Level 2 or 3 in last three years FSA Scale Score: 336-354	PR STAR 26-40 SS STAR 791-925 Lexile 1046-1260	No	Varies AVID	Varies	Programs: Springboard; Varies Materials: Browser-Enabled Device, Leveled Text, Flocabulary.com, Vocabulary.com, Instructional Literacy Sequence, FSA Task Cards, Myon.com Strategies: Learning Goals, Learning Scales, Writing to Learn, Read Alouds, Graphic Organizers, Collaborative Conversations, Multi-Sensory Instruction Intensity: Whole and Cooperative Groups; 5 days per week; 50+minutes per day
1	Level 4 and 5 in last three years FSA Scale Score: 355-407	PR STAR 41-90 SS STAR 926-1343 Lexile >1261	No	Varies Advanced Placement Honors		
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FALL PLACEMENT GRADE 10

	Student's Independent Reading Capacity Based on HISTORICAL & CURRENT DATA		PMP?	Course Placement	Teacher Expertise	Program/Materials/Strategies/*Intensity
3	Students scoring at Level 1 for three or more years will be provided intensive, immediate, intervention through placement in Intensive Reading per the MTSS plan.			Intensive Reading 1000410	Reading Endorsed/ Certified	Program: Achieve Boost Materials: Browser-Enabled Device, Achieve 3000 Boost Ancillaries, Flocabulary.com, Vocabulary.com, FSA Task Cards, Myon.com Strategies: Teacher Modeled Stretch Passages, Student Choice in Text Selection, Incentive-Based Reading Rewards in Alignment with Monthly Data Chats Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day
	Level 1 in last three years FSA Scale Score: <333	PR STAR <10 SS STAR <648 Lexile <830	Yes			
2	Low Level 2 in last three years FSA Scale Score: 334-349	PR STAR 11-19 SS STAR 649-855 Lexile 831-950	Yes	Reading 1008310	Reading Certified/ Endorsed	Program: Achieve3000 with Springboard Alignment Materials: Browser-Enabled Device, Achieve3000,, Flocabulary.com, Vocabulary.com, FSA Task Cards, Myon.com Strategies: Multiple Readings of Complex Text; Choice in Text Selection; Teacher Modeled Stretch Passages, Active Reading Strategies Intensity: Group Size of 6 or Less; 2+ days per week; 20+minutes per day
	High Level 2 or Level 3 in last three years FSA Scale Score: 342-355	PR STAR 20-39 SS STAR 855-1000 Lexile 951-1080	Yes			
2	Level 3 in last three years FSA Scale Score: 350-361	PR STAR 40-55 SS STAR 981-1123 Lexile 1080-1335	No	Varies AVID	Varies	Programs: Springboard; Varies Materials: Browser-Enabled Device, Leveled Text, Flocabulary.com, Vocabulary.com, Instructional Literacy Sequence, FSA Task Cards, Myon.com Strategies: Learning Goals, Learning Scales, Writing to Learn, Read Alouds, Graphic Organizers, Collaborative Conversations, Multi-Sensory Instruction Intensity: Whole and Cooperative Groups; 5 days per week; 50+minutes per day
1	Level 4 and 5 in last three years FSA Achievement Level 362-412	PR STAR >55 SS STAR >1123 Lexile >1335	No	Varies Advanced Placement Honors		
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FALL PLACEMENT GRADES 11-12

	Student's Independent Reading Capacity Based on HISTORICAL & CURRENT DATA	PMP?	Course Placement	Teacher Expertise	Program/Materials/Strategies/*Intensity	
3	Students scoring at Level 1 for three or more years will be provided intensive, immediate, intervention through placement in Intensive Reading per the MTSS plan.		Intensive Reading 1000410	Reading Endorsed/ Certified	Program: Achieve Boost Materials: Browser-Enabled Device, Achieve 3000 Boost Ancillaries, Flocabulary.com, Vocabulary.com, FSA Task Cards, Myon.com Strategies: Teacher Modeled Stretch Passages, Student Choice in Text Selection, Incentive-Based Reading Rewards in Alignment with Monthly Data Chats Intensity: Group Size of 3 or Less; 3+ days per week; 30+minutes per day	
	Level 1 or 2 in last three years FSA Achievement Level	PR STAR <20 SS STAR <878 Lexile <1000				Yes
2	Level 2 in Grade 10 FSA ELA FSA Achievement Level	PR STAR 20-39 SS STAR 878-1000 Lexile 1000-1180	Yes	11: Reading 1008330 12: Reading for College Success & Critical Thinking 1008350 1700370	Reading Certified/ Endorsed	Program: Achieve3000 Empower Materials: Browser-Enabled Device, Achieve3000,, Flocabulary.com, Vocabulary.com, FSA Task Cards, Myon.com Strategies: Multiple Readings of Complex Text; Choice in Text Selection; Teacher Modeled Stretch Passages, Active Reading Strategies Intensity: Group Size of 6 or Less; 2+ days per week; 20+minutes per day
2	Level 3 in Grade 10 FSA ELA FSA Achievement Level	PR STAR 40-55 SS STAR 1141-1300 Lexile 1181-1389	No	Varies AVID	Varies	Programs: HMH Collection; Varies Materials: Browser-Enabled Device, Leveled Text, Flocabulary.com, Vocabulary.com, Instructional Literacy Sequence, FSA Task Cards, Myon.com Strategies: Learning Goals, Learning Scales, Writing to Learn, Read Alouds, Graphic Organizers, Collaborative Conversations, Multi-Sensory Instruction Intensity: Whole and Cooperative Groups; 5 days per week; 50+minutes per day
1	Level 4 and 5 in last three years FSA Achievement Level	PR STAR >55 SS STAR 1300 Lexile >1390	No	Advanced Placement Honors		

***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.**



