

FAMU Lab School 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: G. Star Swain, Elementary Principal/ Dr. Patricia R. West, Asst. Supt.

Contact Email: genleah.swain@famulab.edu or patricia.west@famulab.edu

Contact Telephone: 850.412.5842/ 850.412.5822

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	46		39	50	40	50	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	51	52	44	54	42	56	58

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
						0	0
White/African American	0	43	0	40	0		
White/Hispanic	0	0	0	0	0	0	0
Economically Disadvantaged/Non-Economically Disadvantaged	15	39	18	30	18	15	10
Students with Disabilities/Students without Disabilities	30	14	35	10	4	5	5
English Language Learners/ Non-English Language Learners	0	0	0	0	0	0	0

* Values for subsequent years will be entered once results are available in order to track progress toward the 2020 goal.

2. Explain how expenditures from the allocation are expected to impact student achievement in relation to your district goals.

Expenditures from the allocation are planned to be utilized to purchase materials and resources (including instructional software) that supplement the current reading curriculum and provide appropriate reading interventions that will close learning gaps in various grade levels. Expenditures will also be utilized to acquire a literacy coach that will provide instructional support to teachers in reading (i.e., literacy strategies across content areas, coaching and modeling of literacy lessons, work with small groups, etc.).

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?

G. Star Swain, Elementary Principal
Pink Hightower, Secondary Principal
Renee Jerry, ESE Director
Raquista Claitt, Assessment/Data Coordinator
Kay Wallace, Guidance Counselor

B. What specific school-level progress monitoring data will be collected at the district level to determine that students are progressing toward the district goals stated above? Please specify which grade levels are associated with specific school-level progress monitoring tools discussed in this section.

The following school-level progress monitoring data will be collected at the district level to determine student progress toward the district goals:

- Florida Assessments for Instruction in Reading (FAIR): Grades 3-12

The *Florida Assessments for Instruction in Reading* aligned to the *Florida Standards* (FAIR-FS) are screening and diagnostic tools that provide reliable information to teachers. This information is intended to guide instructional decision-making for individuals and groups of students. FAIR data will indicate students' percentile rank (comparison made to other students in the state) in Reading Comprehension (RCT), Word Recognition (WRT), Vocabulary Knowledge (VKT), and Syntactic Knowledge (SKT). FAIR also indicates students' probability of success on the Florida Standards Assessment (FSA) for Reading.

Because the FAIR-FS is administered three times a year, the results can be used to monitor growth in literacy skills and to set and revise instructional objectives.

- Renaissance Learning STAR Reading Assessment: Grades 3-12

This system of assessments informs data-based decisions and supports instructional frameworks such as Response to Intervention (RtI) and Multi-Tier System of Supports (MTSS). Content on the test includes Word Knowledge and Skills, Comprehension Strategies and Constructing Meaning, Analyzing Literary Text, Understanding Author's Craft, Analyzing Argument, and Evaluating Text. Data provided from STAR Assessments include students' Lexile levels, grade equivalent, Reading zone of proximal development, projections of performance on state assessments, percentile rank, and student growth rate. Information is also gathered on students' level of mastery of Florida ELA standards.

The STAR assessment is also administered three times a year to monitor growth and mastery in reading.

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

Student progress monitoring data will be collected and reviewed by the district quarterly (Fall, Winter, Spring Benchmarks). Monthly reviews will be done to analyze formative assessment data to determine progress towards goals.

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

G. Star Swain, Elementary (K-5) Principal; Pink Hightower, Secondary (6-12) Principal; Renee Jerry, ESE Director; Literacy Coach, Guidance Department.

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?

G. Star Swain, Elementary (K-5) Principal
Pink Hightower, Secondary (6-12) Principal
Renee Jerry, ESE Director
Literacy Coach

Each principal will give a Curriculum Report to the Superintendent during monthly principal meetings. The report will include results of standards aligned lesson plans, classroom walk-through data, and data chats with teachers. Where there are deficits, the team will collaborate on instructional strategies and professional development that will improve standards-based instruction aligned with the Florida Standards.

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

Lesson plans, curriculum maps, pacing guides, and evidence of teacher-student data chats will be collected to demonstrate that classroom instruction is aligned to grade level Florida Standards.

Additionally, teachers will monitor the progress of student mastery of standards through standards assessments that are provided to students from the core reading curriculum. Monthly STAR assessments will be conducted school-wide to determine mastery of standards based on standards-based lessons taught in the classroom. This data will be collected, analyzed, and utilized to demonstrate the alignment of classroom instruction to grade-level Florida Standards.

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

This evidence will be collected monthly at the district level by district administrators and bi-weekly at the school level by school principals. The information will be presented at monthly leadership team meetings which will include the Superintendent, Literacy Coach, ESE director, Title I Director, Guidance Counselors, and Professional Development Faculty Director.

- 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.?**

Patricia West, Assistant Superintendent
G. Star Swain, Elementary School Principal (K-5)
Pink Hightower, Secondary Principal (6-12)
Kay Wallace, Guidance Counselor

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

\$19,000

- 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.

Panhandle Area Educational Consortium (PAEC) Courses (Master Inservice Plan):

English/Language Arts Subject Content 1-008-001 1-105-006

Reading Subject Content 1-013-001 1-105-011

Data Analysis 4-408-001

Florida Standards 2-007-001

Competency #1: Foundations of Reading Instruction 1-013-501 60

Competency #2: Application of Research-based Instructional Practices 1-013-502 60

Competency #3: Foundations of Assessment 1-013-503 60

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.**

Bachelor's Degree with a minimum of four (4) years successful K-12 teaching experience required; Master's Degree preferred. Certification in K-12 Reading or Reading Endorsement preferred; OR in process of earning Certification/Reading Endorsement within a three -year time period. ESOL Certification or Endorsement preferred. Strong background in reading instruction and teacher training required. Demonstrated success as a reading teacher, especially with below-level readers.

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

K-12 will have a literacy coach assigned to the entire FAMU DRS 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.**

Based on FSA student achievement data, in 2018, less than 45% of students in 3rd-8th and 10th grades at FAMU DRS demonstrated proficiency in ELA. Therefore, as a combination K-12 school, one district-wide literacy coach will be assigned to grades K-12.

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

- a. Elementary:0**
- b. Middle:1**
- c. High:0**

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

The effectiveness of the literacy coach will be measured by evidence of student work samples, progress monitoring data, lesson plans, and walk through data. This evidence will be utilized to determine the effectiveness of the implementation of Professional Development and coaching/modeling provided by the literacy coach. A coaching log will also be utilized to determine the effective use of time to adequately meet the needs of teachers and students throughout each instructional day.

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

\$40,000

Supports for Identification and Intervention of Students with Reading Deficiencies

Districts are required to submit Identificaiton 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?**

The middle school grades will be provided with 1 reading intervention teacher to provide intensive interventions funded through the Research-Based Reading Instrttion 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 Intruction Allocation:**

- a. Elementary:0
- b. Middle:1
- c. High:0

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

\$35,000.00

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

Pearson SuccessMaker Reading
Accelerated Reader/Renaissance Learning K-12

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

\$40,000.00

- 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.**

IDEA Part B Funding, Title I Part A Funds, and General Funds

Summer Reading Camps

Please complete the following questions regarding SRC:

- 1. SRC Supervisor Name:**G. Star Swain, Elementary Principal

- 2. Email Address:**genleah.swain@famu.edu

- 3. Phone Number:**850.412.5842

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

FAMU DRS Elementary School

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

a. Start Date:June 10, 2019

b. Which days of the week is SRC offered:Monday – Thursday

c. Number of instructional hours per day in reading:5

d. End Date:July 18, 2019

e. Total number of instructional hours of reading:115

- 6. Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?**

Yes

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

1:10

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

No.

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

SRC STAR Assessments will be compared to students' FSA scores and STAR benchmark assessments to determine if growth was achieved through the instruction provided during SRC.

300 Lowest-Performing Elementary Schools

Section 1011.62(9)(d)(2), F.S., requires school districts that have one or more of the 300 lowest-performing elementary schools, specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading strategies that will be used for the required additional hour of reading instruction.

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools	0.00
District expenditures on reading coaches	40,000.00
District expenditures on intervention teachers	35,000.00
District expenditures on supplemental materials or interventions	40,000.00
District expenditures on professional development	19,000.00
District expenditures on summer reading camps	5,967.00
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	0.00
Flexible Categorical Spending	0.00
Sum of Expenditures	139,967.00
Amount of district research-based reading instruction allocation for 2019-2020	139,744.00

APPENDIX A



Founded in 1887



Florida A & M University Developmental Research School ESE Curriculum and Instruction Collaboration Meeting

Thursday

October 25, 2018

10:00 a.m.

DRS Conference Room

AGENDA

- Student Support Services Patricia R. West, ESE Director (Asst. Supt.)
- K-12 ESE Students Renee Jerry, ESE/MTSS Coordinator
- Gifted Program Brooke Hobbs, Gifted Coordinator
- School Social Work Daja Thomas, School Social Worker
- Title I Part A Programs Sheila LaBissiere, Title I Coordinator
- DRS Guidance Department Kay Wallace, Guidance Director

- Coordination of Services (Including Curriculum and Instruction)
 - ✓ Student Data
 - ✓ Reading (including the DRS Reading Plan and related services)
 - ✓ Florida Standards (ESE Students/Access, etc.)
 - ✓ Student Curriculum
 - ✓ Differentiated Instruction
 - ✓ Inclusion

- Planned/Coordinated Programs
 - ✓ DRS Food Pantry
 - ✓ DRS Uniform Exchange Program

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)

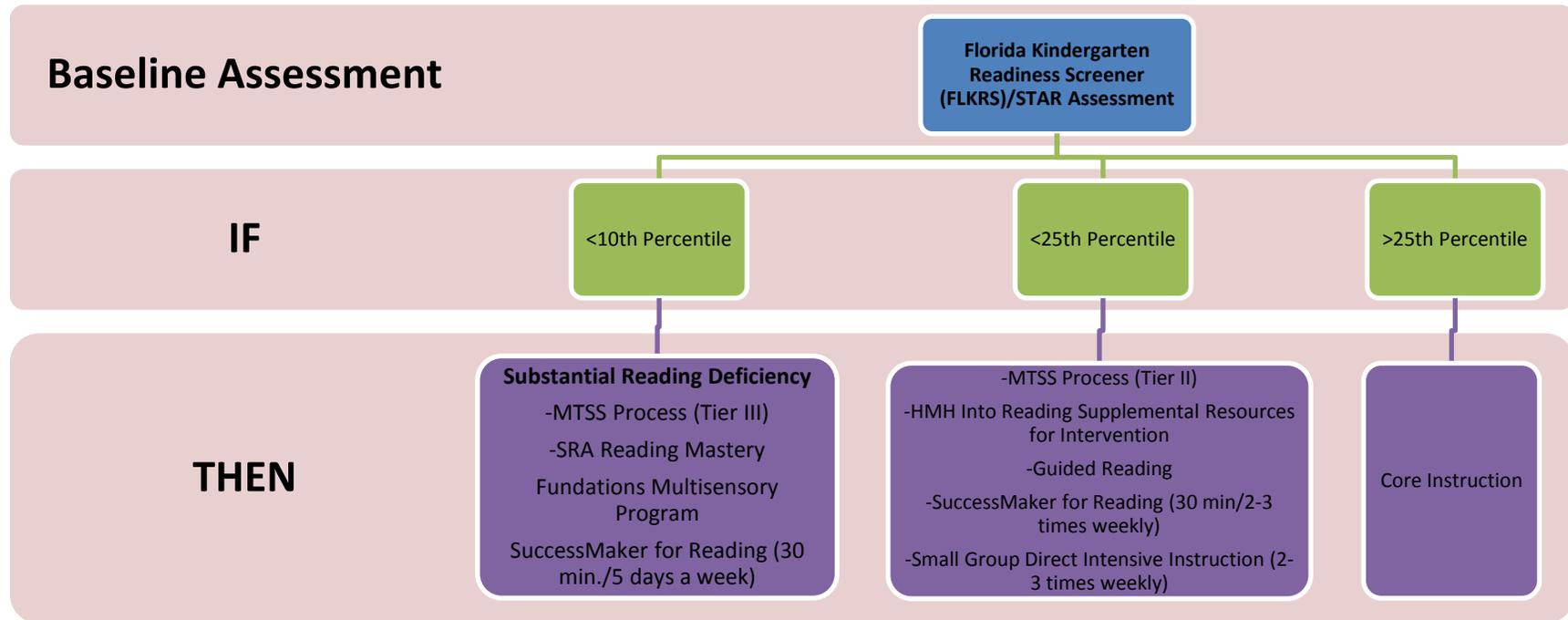
The charts must contain the following information:

- 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

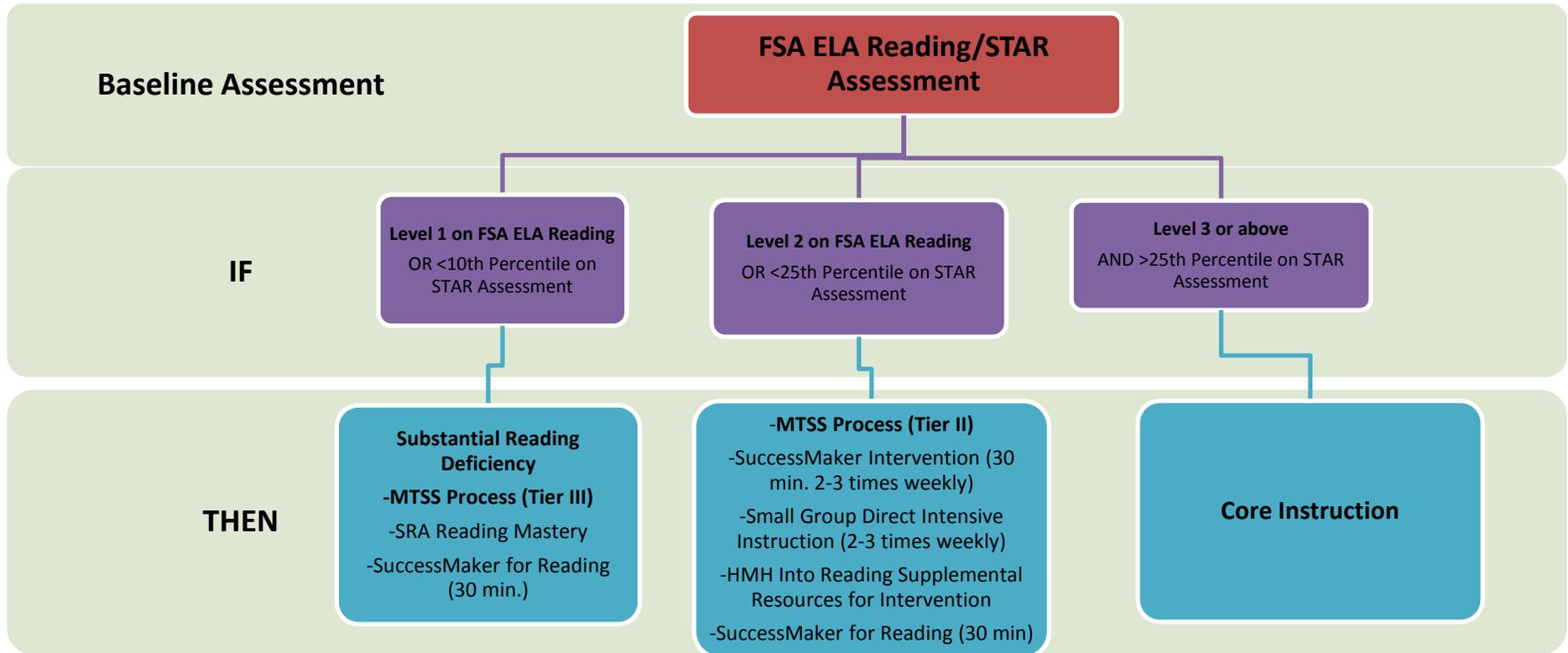
An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provide

DT1 (ELEMENTARY): K-3



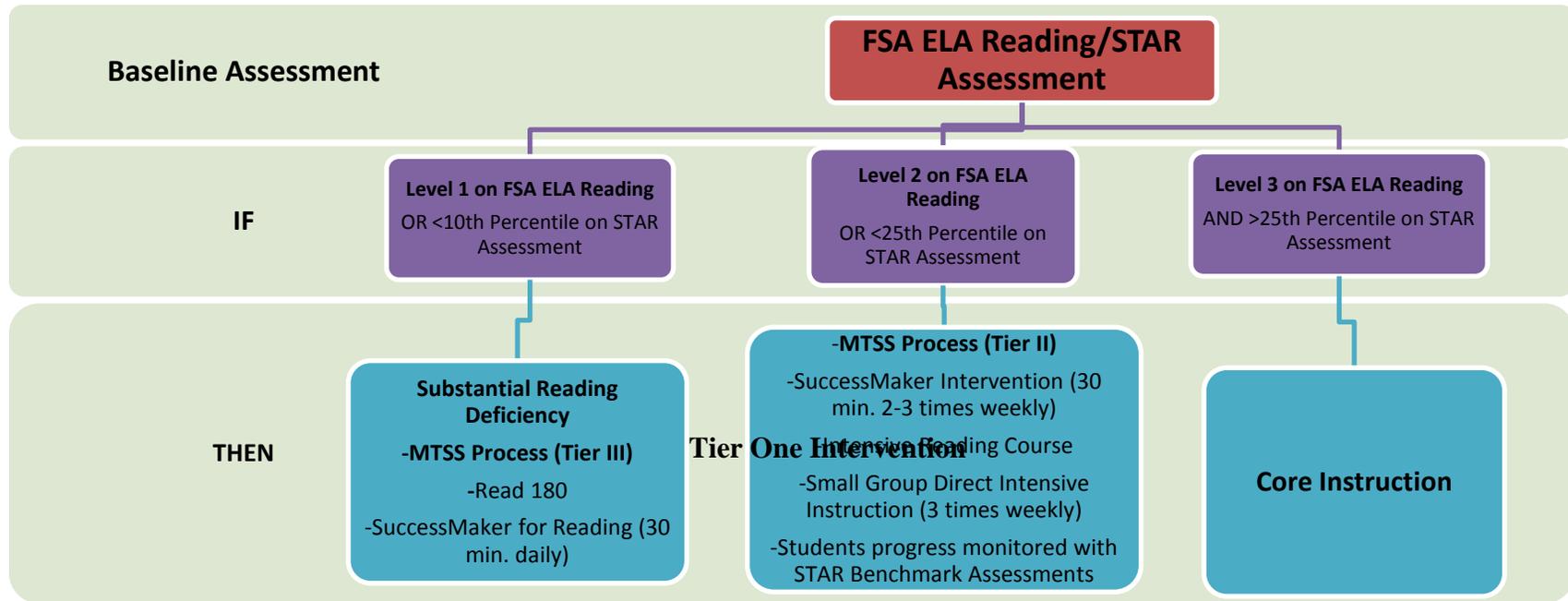
- Any student who exhibits a substantial deficiency in reading, must be given intensive reading instruction. (State Statute 1008.25).
- For students receiving Tier 2 & Tier 3 intervention, formative data must be collected bi-weekly for Tier 2 students and weekly for Tier 3 students. Students will be closely monitored utilizing core curriculum assessments. Progress monitoring data will also be collected monthly utilizing STAR Assessments. *For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data (Tier 2).* Parents must be notified per Section 1008.25, F.S. of student reading deficiency.
- Differentiated Instruction during the Reading 90 minute instructional block must include targeted lessons to remediate deficiencies identified on the Instructional Planning Student Report in Renaissance Learning (STAR Assessment). SuccessMaker intervention **MUST** be in addition to or as an extension of the 90 minute reading block.
- ELL students who participate in state-wide assessments should follow the same curriculum guidelines and interventions/modifications.

DT1 (ELEMENTARY): Grades 4-5



- Any student who exhibits a substantial deficiency in reading, must be given intensive reading instruction. (State Statute 1008.25).
- For students receiving Tier 2 & Tier 3 intervention, formative data must be collected bi-weekly for Tier 2 students and weekly for Tier 3 students. Students will be closely monitored utilizing core curriculum assessments. Progress monitoring data will also be collected monthly utilizing STAR Assessments. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data (Tier 2). Parents must be notified per Section 1008.25, F.S. of student reading deficiency.
- Differentiated Instruction during the ELA instructional block must include targeted lessons to remediate deficiencies identified on the Instructional Planning Student Report in Renaissance Learning (STAR Assessment). SuccessMaker intervention MUST be in addition to or as an extension of the ELA instructional block.
- ELL students who participate in state-wide assessments should follow the same curriculum guidelines and interventions/modifications.

DT2 (MIDDLE): Grades 6-12



- Any student who exhibits a substantial deficiency in reading, must be given intensive reading instruction. (State Statute 1008.25).
- For students receiving Tier 2 & Tier 3 intervention, formative data must be collected bi-weekly for Tier 2 students and weekly for Tier 3 students. Students will be closely monitored utilizing core curriculum assessments. Progress monitoring data will also be collected monthly utilizing STAR Assessments. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data (Tier 2). Parents must be notified per Section 1008.25, F.S. of student reading deficiency.
- Tier 2 and Tier 3 students will receive reading interventions and intensive instruction through placement in an intensive reading course in addition to regularly scheduled language arts (6-8) or English (9-12) courses. Intensive instruction and intervention during the intensive reading courses must include targeted lessons to remediate deficiencies identified on the Instructional Planning Student Report in Renaissance Learning (STAR Assessment). SuccessMaker intervention will be in addition to or as an extension of the language arts or English courses.

Tier One Instruction (STAR Baseline Assessment → >25th Percentile)

Grade	Core Program	Interventionist	Frequency	Duration	Location
K - 3	<ul style="list-style-type: none"> • HMH Into Reading • SuccessMaker for Reading (Supplemental – 20 minutes) • Guided Reading • Florida Center for Reading Research strategies - http://www.fcrr.org/ 	General Education Teacher	5 days/week	<p style="text-align: center;">90 minute literacy block:</p> <p style="text-align: center;">-Whole group (20 min.)</p> <p style="text-align: center;">-Direct Instruction: Small group (20 min.)</p>	General Education Classroom
4-5	<ul style="list-style-type: none"> • HMH Into Reading • SuccessMaker for Reading (Supplemental – 20 min) • Guided Reading • Florida Center for Reading Research strategies - http://www.fcrr.org/ 	General Education Teacher	5 days/week	<p style="text-align: center;">90-minute literacy instruction:</p> <p style="text-align: center;">-Whole group (20 min.)</p> <p style="text-align: center;">-Direct Instruction: Small group (20 min.)</p>	General Education Classroom

6-12	<ul style="list-style-type: none"> • HMH Into Reading • SuccessMaker for Reading (Supplemental – 20 min) • Guided Reading • Florida Center for Reading Research strategies - http://www.fcrr.org/ 	<ul style="list-style-type: none"> • ELA Teacher 	5 days/week	50 minute instructional period: -Direct Instruction (2-3 days/week): Small Group (15 min.)	General Education Classroom
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Tier Two Intervention

Tier Two Intervention (STAR Benchmark 2 → <25 th Percentile)						
Grade	Program Options	Interventionist	Frequency	Duration	Location	Group Size
K-3	<ul style="list-style-type: none"> • HMH Into Reading Supplemental Resources for Intervention • Guided Reading • SuccessMaker for Reading (30 min) 	<ul style="list-style-type: none"> • General Education Teacher • Curriculum Resource Teacher 	2-3 days a week	20-30 additional minutes outside the 90- minute literacy block	<ul style="list-style-type: none"> • General Classroom • Push-in & pull-out (flexible) 	4-5
4-5	<ul style="list-style-type: none"> • HMH Into Reading Supplemental Resources for Intervention • Guided Reading • SuccessMaker for Reading (30 min) 	<ul style="list-style-type: none"> • General Education Teacher • Curriculum Resource Teacher 	2-3 days a week	20-30 additional minutes outside of 90-minute literacy instruction	<ul style="list-style-type: none"> •General Classroom •Push-in & pull-out (flexible) 	4-5
6-12	<ul style="list-style-type: none"> • HMH Into Reading Supplemental Resources for Intervention • Guided Reading • SuccessMaker for Reading (30 min) 	<ul style="list-style-type: none"> • Intensive Reading Teacher 	5 days a week	50 additional minutes outside of Language Arts/English courses	Self-contained Classroom	10-12

Tier Three Intervention

Tier Three Literacy Intervention (STAR Benchmark 3 → <10th Percentile)

Grade	Program Options	Interventionist	Frequency	Duration	Location	Group Size
K-3	<ul style="list-style-type: none"> • SRA Reading Mastery • Foundations Multisensory Program* • SuccessMaker for Reading (30 min./5 days a week) 	<ul style="list-style-type: none"> • ESE Teacher • General Education Teacher/Curriculum Resource Teacher 	<ul style="list-style-type: none"> • 3 days/week 	30 min.	<ul style="list-style-type: none"> • Push-in/Pull-out • General Education Classroom 	1-2
4-5	<ul style="list-style-type: none"> • SRA Reading Mastery • SuccessMaker for Reading (30 min.) 	<ul style="list-style-type: none"> • ESE Teacher • General Education Teacher 	<ul style="list-style-type: none"> • 3 days/week • 5 days/week 	30 min.	<ul style="list-style-type: none"> • Push-in/Pull-out • General Education Classroom 	1-2
6-12	<ul style="list-style-type: none"> • Read 180 • SuccessMaker for Reading (30 min.) 	<ul style="list-style-type: none"> • ESE Teacher • Intensive Reading Teacher 	<ul style="list-style-type: none"> • 5 days a week 	30-50 min.	<ul style="list-style-type: none"> • Push-in/Pull-out • Self-Contained classroom 	2-3

**This program is a multisensory program for Tier III Students in K-3 and satisfies the multisensory intensive instruction requirement outlined in F.S. 1008.25.*