

## FSU-Tallahassee 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:** Suzanne Wilkinson

**Contact Email:** [swilkinson@fsu.edu](mailto:swilkinson@fsu.edu)

**Contact Telephone:** 850-245-3700

### District-Level Leadership

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

- 1. Districts should match or exceed the State Board goals for increasing FSA-ELA achievement by six percentile points, increasing the percentage of students making learning gains on the FSA-ELA by seven percentile points and reducing the achievement gap for the identified sub groups on the FSA-ELA by at least one-third by 2020. Please fill out the charts below with the actual results from the 2015-2016, 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	73	75	70	77	74	78	79

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	54	56	51	58	64	60	61

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

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
						4	3
White/African American	9	7	14	5	15		
White/Hispanic	4	3	3	2	3	1	1
Economically Disadvantaged/Non-Economically Disadvantaged	14	11	13	8	16	6	5
Students with Disabilities/Students without Disabilities	27	21	32	15	28	12	9
English Language Learners/ Non-English Language Learners	1	1	9	1	34	1	1

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

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

District goals for student achievement are reviewed upon receipt of the FSA scores each year. We will also review data from Renaissance Place Universal screener (STAR Enterprise) to help determine the reading needs of our students. Through analyzing data, a grade level reading chart of district approved programs has been created to provide guidance to our teachers and assure continuity of instruction. This reading chart aligns with the MTSS process and helps assure equality of resources for every students. The allocation will help pay for the designated reading/intervention teachers for our Tier 3 students, help with the cost of literacy programs included in the reading district chart, and to provide appropriate professional development and

assure fidelity of implementation. Each program and curriculum has been chosen and to help close the achievement gap. District wide training on each program and implementation will be offered through 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?**

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

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

K-8 students are assessed through a uniform assessment (STAR Reading) three times per year. This data is reviewed at classroom, school, and district level for the purpose of identifying students who are exceeding, meeting, and struggling to meet district goals. In addition, the elementary school uses baseline and benchmark data to help identify students in need of additional support, and course grades indicate students in need of intervention at the middle and high school levels.

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

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

The administrator that supervises elementary, middle and high school will conduct at least 6 progress monitoring meetings with grade levels and departments to discuss student progress towards our district goals. A plan for data review is outlined in the MTSS Handbook, which requires teachers to review data and set learning goals based on specific student's data. Administrators monitor to assure that instruction aligns with set learning goals.

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

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

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

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

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

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

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

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

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

**6. 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.?**

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

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

2,000

- 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.**

1-013-001

### **Reading/Literacy Coaches**

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

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

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

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

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

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

N/A

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

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

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

The K-12 Reading Coach submits a portfolio.

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

N/A

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

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

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

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

FSU-Lab is a K-12 school.

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

N/A

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

- a. Elementary:N/A
- b. Middle:1.0
- c. High:1.5

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

182,218

**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.:**

All About Reading/All About Spelling, easyCBM Teacher Deluxe Package, MobyMax, Lexia, Reading Plus, and Reading A-Z.

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

1,556

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:**Dr. Angela Wills
2. **Email Address:**[awills@admin.fsu.edu](mailto:awills@admin.fsu.edu)
3. **Phone Number:**850-245-3700
4. **Please list the schools which will host a SRC:**

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

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

- a. **Start Date:**June 3, 2019
- b. **Which days of the week is SRC offered:**Monday-Friday
- c. **Number of instructional hours per day in reading:**4.0
- d. **End Date:**July 19, 2019
- e. **Total number of instructional hours of reading:**136

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?**

1:4

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

N/A Third grade only.

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

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



### **300 Lowest-Performing Elementary Schools**

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

This may be found in Appendix C.

### **Budget Review**

Estimated proportional share distributed to district charter schools	N/A
District expenditures on reading coaches	N/A
District expenditures on intervention teachers	182,218
District expenditures on supplemental materials or interventions	1,556
District expenditures on professional development	2,000
District expenditures on summer reading camps	N/A
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	N/A
Flexible Categorical Spending	N/A
Sum of Expenditures	185,774
Amount of district research-based reading instruction allocation for 2019-2020	185,774

Appendix A



**FLORIDA STATE UNIVERSITY SCHOOLS, INC.**

3000 School House Road  
Tallahassee, FL 32311  
(850) 245-3700 FAX (850) 245-3737  
[www.fsus.school](http://www.fsus.school)

FSUS-FSU Lab School-Tallahassee  
2019-2020 K-12 Comprehensive Research-Based Reading Plan

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*Professional Service*

FSUS-Broward and Tallahassee Administrators: Lisa Libidinsky, Megan Brink, and Suzanne Wilkinson

FSUS District ESE Contact: Monica Broome

FSUS District ELL Contact: Monica Broome

FSUS District MIS Contact: Ali Raker

FSUS-Broward and Tallahassee Teacher(s): Norma Jones, Beth Slaski, Sophia Tenn, Maryann Tuttle, and Judith Founds

Date of Meetings: 2/19/2019, 2/27/2019, 3/28/2019, 4/26/2019, and 4/30/2019  
(Phone conference calls and email communication.)

Agenda

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

## APPENDIX B

### **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;

## DT1-FSUS Identification/Intervention Decision Tree – K-5

Grade	Assessment	Performance Benchmark(s) ) <i>Fall Scale Score</i>	Intervention	Intervention Modification	Correlation to MTSS Plan
K	Florida Kindergarten Readiness Screener  Universal Screener – STAR Early Literacy	Scaled Score of 521+ (BOY: 50 <sup>th</sup> percentile alignment)	<b>Core instruction (all students):</b> <ul style="list-style-type: none"> <li>• Reading Street with Interactive Read Alouds and Vocabulary Instruction</li> <li>• Daily instruction in phonemic and phonological awareness; phonics; decoding fluency</li> <li>• Differentiated small and whole group instruction</li> <li>• 90 – 120 minutes daily</li> </ul>	Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur: <ul style="list-style-type: none"> <li>• Additional diagnosis with aligned instruction;</li> <li>• More frequent progress monitoring with aligned instruction;</li> <li>• Creation of a Tier I Plan with parent contact, which outlines specific classroom interventions and expected growth targets.</li> </ul>	Effective <b>Tier I</b> Instruction  STAR Early Literacy will be implemented three times a year. Based on the scale score, aligned classroom interventions will occur throughout the year.
		Scaled Score of 471-520; (BOY)	<b>Core Instruction + Targeted Intervention;</b> Identification of specific area(s) of need with aligned daily small group instruction. 15 – 20 minutes per day in targeted small group; Group size ≤ 5 students; Supplemental Instructional Materials: <ul style="list-style-type: none"> <li>• Lexia Core5, Reading A-Z, FCRR activities small group instruction</li> <li>• All About Reading Intensive Multisensory Instruction</li> <li>• Expanding Expressions (oral language)</li> </ul>	--Parents of student(s) not on level (at or above SS 594) by the mid-year assessment must be notified of reading deficiency as required in FS 1008.25. --If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur: <ul style="list-style-type: none"> <li>• Increased time/frequency of targeted instruction;</li> <li>• Increased problem-solving; Change of target or type of intervention based on problem solving.</li> <li>• Reference Tier II Toolbox for Response to Intervention.</li> </ul> Students will be determined to have a reading deficiency if they meet the following: <ul style="list-style-type: none"> <li>• Scoring between the 21<sup>st</sup> and 40<sup>th</sup> percentile STAR Early Literacy</li> <li>• STAR Reading Scale Score: Grade K (STAR Early Literacy) =below 471</li> <li>• Kindergarten students who have mastered less than 50% of letters and sounds (When thinking of 52 letter names – upper and lowercase- and 26 sounds – all consonants plus short vowel sounds – for a total of 78.)</li> </ul>	Student is placed on the Watch List. Progress Monitoring will determine the need of a Tier I Plan with possible increase of intervention intensity to <b>Tier II.</b>

		<p>Scaled Score Below 471; (BOY)</p>	<p><b>Core Instruction + Targeted Intervention + Intensive Intervention;</b>  Intensive Targeted classroom instruction occurring daily.  Additional 20 minutes per day;  Group size ≤ 3  Supplemental Instructional Materials:</p> <ul style="list-style-type: none"> <li>● Reading Street Intervention</li>   <li>● Lexia Core5, Reading A-Z, FCRR Activities in one on one intervention</li>   <li>● All About Reading Intensive Multisensory Instruction</li> </ul>	<p>.</p> <p>--If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:</p> <ul style="list-style-type: none"> <li>● Increased time/frequency of targeted instruction;</li> <li>● Increased problem-solving; Change of target or type of intervention based on problem solving.</li> <li>● Reference Tier II and Tier III Toolboxes for Response to Intervention.</li> </ul> <p>Students will be determined to have a <b>substantial reading deficiency</b> if they meet the following:</p> <ul style="list-style-type: none"> <li>● Scoring below the 20<sup>th</sup> percentile STAR Early Literacy</li> <li>● STAR Reading Scale Score: Grade K (STAR Early Literacy) =below 440</li> <li>● Kindergarten students who have mastered less than 25% of letters and sounds (When thinking of 52 letter names – upper and lowercase- and 26 sounds – all consonants plus short vowel sounds – for a total of 78.)</li> </ul>	<p>Teacher creates a Tier I Plan with parent contact and monitors progress. Progress Monitoring determines increase of intensity of intervention to Tier II and/or <b>Tier III.</b></p>
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Grade	Assessment	Performance Benchmark(s) <i>Fall Scale Score</i>	Intervention	Intervention Modification	Correlation to MTSS Plan
Grade 1, 2, and 3	Universal Screener – STAR Reading	<b>First Grade, Second Grade, and Third Grade:</b>  50th percentile or above	<b>Core instruction:</b> <ul style="list-style-type: none"> <li>• Reading Street with Interactive Read Alouds and Vocabulary Instruction</li> <li>• Daily instruction in phonemic and phonological awareness; phonics; decoding fluency, as notes in the curriculum organizer</li> <li>• Differentiated small and whole group instruction</li> <li>• 90 – 120 minutes daily</li> </ul>	Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur: <ul style="list-style-type: none"> <li>• Additional diagnosis with aligned instruction;</li> <li>• More frequent progress monitoring with aligned instruction;</li> <li>• Creation of a Tier I Plan with parent contact.</li> </ul>	Effective <b>Tier I</b> Instruction  Student is placed on the Watch List.
		<b>First Grade, Second Grade, and Third Grade:</b> (and retained 3 <sup>rd</sup> grade students)  21st percentile-49 <sup>th</sup> percentile	Administer STAR Early Literacy to help target intervention. <b>Core Instruction + Targeted Intervention;</b> Identification of specific area(s) of need with aligned daily small group instruction. 15 – 20 minutes per day in targeted small group; Group size ≤ 5 students; Supplemental Instructional Materials: <ul style="list-style-type: none"> <li>• LexiaCore5</li> <li>• All About Spelling/ALL About Reading Intensive Multisensory Instruction</li> <li>• Expanding Expressions (oral language)</li> </ul> <b>**All retained 3<sup>rd</sup> grade students must receive Tiered interventions as outlined in SS 1008.25.</b>	--Parents of student(s) not on level by the mid-year assessment must be notified of reading deficiency as required in FS 1008.25. --If progress monitoring ( STAR Reading) indicates the student is not making adequate progress toward on-level achievement, one of the following will occur: <ul style="list-style-type: none"> <li>• Increased time/frequency of targeted instruction;</li> <li>• Increased problem-solving; Change of target or type of intervention based on problem solving.</li> <li>• Reference Tier II Toolbox for Response to Intervention.</li> </ul> Students will be determined to have a reading deficiency if they meet the following: <ul style="list-style-type: none"> <li>• Scoring between the 26<sup>th</sup> and 49<sup>th</sup> percentile on STAR Reading or STAR Early Literacy               <ul style="list-style-type: none"> <li>○ Grade 1: STAR Reading=below 71 OR STAR Early Literacy=below 625</li> <li>○ STAR Reading Scale Score: Grade 2= below 182/Grade 3= below 323</li> </ul> </li> <li>• An average of below 60% on Standard-Based Assessments for the first semester</li> </ul>	Progress Monitoring will determine the need of a Tier I Plan with possible increase of intervention intensity to <b>Tier II</b> .

		<p><b>First Grade, Second Grade, and Third Grade:</b> (and retained 3<sup>rd</sup> grade students)</p> <p>20<sup>th</sup> percentile and below</p> <p>Retained 3<sup>rd</sup> FSA ELA (Level 2/285)</p>	<p>Administer STAR Early Literacy to help target intervention.</p> <p><b>Core Instruction + Targeted Intervention + Intensive Intervention;</b> Intensive Targeted classroom instruction occurring daily. Additional 20 minutes per day; Group size ≤ 3</p> <p>Supplemental Instructional Materials:</p> <ul style="list-style-type: none"> <li>Lexia Core5, Reading Street Intervention</li> <li>All About Spelling/Reading Intensive Multisensory Instruction</li> </ul> <p><b>**All retained 3<sup>rd</sup> grade students must receive Tiered interventions as outlined in SS 1008.25.</b></p>	<p>--If progress monitoring (STAR Reading) indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:</p> <ul style="list-style-type: none"> <li>Increased time/frequency of targeted instruction;</li> <li>Increased problem-solving; Change of target or type of intervention based on problem solving.</li> <li>Reference Tier II and Tier III Toolboxes for Response to Intervention.</li> </ul> <p>Students will be determined to have a <b>substantial reading deficiency</b> if they meet the following:</p> <ul style="list-style-type: none"> <li>Scoring below the 25<sup>th</sup> percentile on STAR Reading or STAR Early Literacy <ul style="list-style-type: none"> <li>Grade 1: STAR Reading=below 64 OR STAR Early Literacy=below 570</li> <li>STAR Reading Scale Score: Grade 2= below 114/Grade 3= below 261</li> </ul> </li> </ul> <p>An average of below 50% on Standard-Based Assessments for the first semester</p>	<p>Teacher creates a Tier I Plan with parent contact and monitors progress. Progress Monitoring determines increase of intensity of intervention to Tier II and/or <b>Tier III.</b></p>
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Grade	Assessment	Performance Benchmark(s) FSA Scale Score (previous year)	Intervention	Intervention Modification	Correlation to MTSS Plan
Grade 4 and 5	FSA-ELA Scale Score	<p><b>Fourth Grade:</b> Scaled Score at or above 311</p> <p><b>Fifth Grade:</b> Scaled Score of at or above 321</p>	<p><b>Core instruction:</b></p> <ul style="list-style-type: none"> <li>Reading Street with close reading and Vocabulary Instruction;</li> <li>Close reading and vocabulary instruction using content-area texts (science, social studies, etc.)</li> <li>Ongoing instruction as needed in multisyllabic word decoding, affixes, and spelling patterns</li> </ul>	<p>Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur:</p> <ul style="list-style-type: none"> <li>Additional diagnosis with aligned instruction;</li> <li>More frequent progress monitoring with aligned instruction;</li> <li>Creation of a Tier I Plan with parent contact.</li> </ul>	<p>Effective <b>Tier I</b> Instruction</p> <p>Students who exhibit at risk characteristics are included on the Watch List with frequent progress monitoring.</p>
		<p><b>Fourth Grade:</b> Scaled Score of 297-310</p>	<p>Administer CORE Reading to help target intervention.</p>	<p>--Parents of student(s) not on level by the mid-year interim assessment (STAR Reading) must be notified of reading deficiency.</p>	<p>A Tier I Plan is created with parental input. Progress Monitoring will</p>

		<p><b>Fifth Grade:</b> Scaled Score of 304-320</p>	<p><b>Core Instruction + Targeted Intervention;</b> Identification of specific area(s) of need with aligned daily small group instruction. 15 – 20 minutes per day in targeted small group; Group size ≤ 5 students; Supplemental Instructional Materials:</p> <ul style="list-style-type: none"> <li>• Reading A-Z</li> </ul>	<p>--If progress monitoring (STAR Reading) indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:</p> <ul style="list-style-type: none"> <li>• Increased time/frequency of targeted instruction;</li> <li>• Increased problem-solving; Change of target or type of intervention based on problem solving.</li> <li>• Reference Tier II Toolbox for Response to Intervention.</li> </ul>	<p>determine the need for possible increase of intervention intensity to <b>Tier II.</b></p>
		<p><b>Fourth Grade:</b> Scaled Score at or below 296</p> <p><b>Fifth Grade:</b> Scaled Score of at or below 303</p>	<p>Administer CORE Reading to help target intervention. <b>Core Instruction + Targeted Intervention + Intensive Intervention;</b> Intensive Targeted classroom instruction occurring daily. Additional 20 minutes per day; Group size ≤ 3 Supplemental Instructional Materials:</p> <ul style="list-style-type: none"> <li>• Reading Street Intervention</li> <li>• Reading A-Z</li> </ul>	<p>--If progress monitoring (STAR Reading) indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:</p> <ul style="list-style-type: none"> <li>• Increased time/frequency of targeted instruction;</li> <li>• Increased problem-solving; Change of target or type of intervention based on problem solving.</li> <li>• Reference Tier II and Tier III Toolboxes for Response to Intervention.</li> </ul>	<p>If full data review indicates ongoing deficiency, problem solving must occur to increase level of intervention to Tier II and/or <b>Tier III.</b></p>



DT2-FSUS Identification/Intervention Decision Tree – 6-8

Grade	Assessment	Performance Benchmark(s) <i>FSA Scale Score</i>	Intervention	Intervention Modification	Correlation to MTSS Plan
Grade 6,7, and 8	FSA Scale Score from previous year.  Universal Screener – STAR Reading	<p><b>Sixth Grade:</b> Scaled Score of at or above 321;</p> <p><b>Seventh Grade:</b> Scaled Score of at or above 326;</p> <p><b>Eighth Grade:</b> Scaled Score of at or above 333  (FSA Achievement Level 3-5)</p>	<p><b>Core instruction: ELA Class + Research Class</b></p> <ul style="list-style-type: none"> <li>Harcourt <u>Collections</u> with a focus on close reading and vocabulary instruction; (ELA)</li> <li>District-aligned trade books (ELA/ Research Class)</li> <li>Daily instruction/support for decoding multisyllabic words; affixes; root words (ELA and Research Classes)</li> <li>Text-based writing (ELA and Research Classes)</li> </ul>	<p>Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur:</p> <ul style="list-style-type: none"> <li>Additional diagnosis with aligned instruction;</li> <li>More frequent progress monitoring with aligned instruction;</li> <li>Creation of a Tier I Plan with parent contact.</li> </ul>	<p>Effective <b>Tier I</b> Instruction</p> <p>Universal screener may indicate the need of a Tier I Plan if student scored at the low end of Level 3.</p>
		<p><b>Sixth Grade:</b> Scaled Score of 304-320;</p> <p><b>Seventh Grade:</b> Scaled Score of 309-325;</p> <p><b>Eight Grade:</b> Scaled Score of 318-332  (FSA Achievement Level 2)</p>	<p>Review Universal Screener information to determine targeted area(s) of need.</p> <p><b>Core Instruction + Targeted Intervention;</b></p> <ul style="list-style-type: none"> <li>Content-area Reading Class or intensive Reading Class (in addition to ELA Class) – Daily;</li> <li>Integrated and targeted small-group instruction within class – groups of 5 – 7 students;</li> <li>Reading Plus/MobyMax</li> </ul>	<p>--Parental notification as described in the MTSS plan.</p> <p>--If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:</p> <ul style="list-style-type: none"> <li>Increased time/frequency of targeted instruction;</li> <li>Increased problem-solving; Change of target or type of intervention based on problem solving.</li> <li>Reference Tier II Toolbox for Response to Intervention</li> </ul>	<p>Tier I Plan with parental communication; progress monitoring and follow up</p> <p>Progress monitoring will determine the need to create a <b>Tier II</b> plan to define increased intensity.</p>
Grade	Assessment	Performance Benchmark(s) <i>FSA Scale Score</i>	Intervention	Intervention Modification	Correlation to MTSS Plan

<p>Grade 6,7, and 8 (con'd)</p>	<p><b>FSA Scale Score</b> from previous year.</p> <p>Universal Screener – STAR Reading</p>	<p><b>Sixth Grade:</b> Scaled Score of at or below 257-303;</p> <p><b>Seventh Grade:</b> Scaled Score of at or below 259-308;</p> <p><b>Eight Grade:</b> Scaled Score of at or below 267-317</p> <p>(FSA Achievement Level 1)</p>	<p>Review data from universal screener to determine area(s) of need. If sufficient information is not available, administer CORE Reading to plan intervention.</p> <p><b>Core Instruction + Targeted Intervention + Intensive Intervention;</b></p> <ul style="list-style-type: none"> <li>• 90-minute Intensive Reading Class in addition to ELA Class (daily);</li> <li>• Small group differentiated instruction; groups of 3 – 7.</li> </ul> <p>Diagnostic will determine student placement in the following programs.</p> <ul style="list-style-type: none"> <li>• Reading Plus/MobyMax</li> </ul>	<p>--Parental notification as described in the MTSS plan.</p> <p>--If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:</p> <ul style="list-style-type: none"> <li>• Increased time/frequency of targeted instruction;</li> <li>• Increased problem-solving; Change of target or type of intervention based on problem solving.</li> <li>• Reference Tier II and Tier III Toolboxes for Response to Intervention.</li> </ul>	<p>Duration of student deficiency will determine whether the teacher creates a Tier I Plan with parental communication or intensifies problem solving to Tier II and/or <b>Tier III.</b></p>
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## DT3-FSUS Identification/Intervention Decision Tree – 9-12

Grade	Assessment	Performance Benchmark(s) <i>FSA Scale Score</i>	Intervention	Intervention Modification	Correlation to MTSS Plan
Grade 9 and 10	FSA Scale Score from Previous Year;	<p><b>Ninth Grade:</b> Scaled Score of at or above 337</p> <p><b>Tenth Grade and above:</b> Scaled Score of at or above 343</p> <p>(FSA Achievement Levels 3-5)</p>	<p><b>Core instruction:</b></p> <ul style="list-style-type: none"> <li>• Harcourt <b>Collections</b> with an emphasis on close reading, text-based writing, and Vocabulary Instruction;</li> <li>• District-aligned trade books</li> <li>• English Class and Writing Component</li> </ul>	<p>Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur:</p> <ul style="list-style-type: none"> <li>• Additional diagnosis with aligned instruction;</li> <li>• More frequent progress monitoring with aligned instruction;</li> <li>• Creation of a Tier I Plan with parent contact.</li> </ul>	Effective Tier I Instruction
	Universal Screener – STAR Reading	<p><b>Ninth Grade:</b> Scaled Score of 322-336</p> <p><b>Tenth Grade:</b> Scaled Score of 328-342;</p> <p><b>Eleventh and Twelfth grades:</b> not meeting graduation requirements</p> <p>(FSA Achievement Level 2)</p>	<p>Review of Universal Screener data will help target instruction.</p> <p><b>Core Instruction + Targeted Intervention;</b></p> <p>Content-Area Reading Class or Intensive Reading Class – 45-minutes daily</p> <ul style="list-style-type: none"> <li>• Reading Plus- Differentiated small and whole group instruction with progress monitoring.</li> </ul>	<p>--Parent notification occurs as outlined in the MTSS Handbook.</p> <p>--If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:</p> <ul style="list-style-type: none"> <li>• Increased time/frequency of targeted instruction;</li> <li>• Increased problem-solving; Change of target or type of intervention based on problem solving.</li> <li>• Reference Tier II Toolbox for Response to Intervention.</li> </ul>	<p>Tier I Plan with parental communication; progress monitoring and follow up</p> <p>In 10<sup>th</sup> grade: Progress monitoring will determine the need to create a Tier II plan to define increased intensity.</p> <p>In 11<sup>th</sup> grade: Intervention intensity must be at a minimum Tier II level and increased to Tier III based on student progress monitoring.</p>

Grade	Assessment	Performance Benchmark(s) <i>FSA Scale Score</i>	Intervention	Intervention Modification	Correlation to MTSS Plan
Grade 9 and 10;  11 <sup>th</sup> and 12 <sup>th</sup> who have not met graduation requirements	FSA Scale Score from Previous Year;  Universal Screener – STAR Reading	<p><b>Ninth Grade:</b> Scaled Score of at below 274-321</p> <p><b>Tenth Grade:</b> Scaled Score of at or below 276-327</p> <p><b>Eleventh and Twelfth grades:</b> not meeting graduation requirements</p> <p>(FSA Achievement Level 1)</p>	<p>Review data from universal screener to determine area(s) of need. If sufficient information is not available, administer CORE Reading to plan intervention.</p> <p><b>Core Instruction + Targeted Intervention + Intensive Intervention;</b> Intensive Reading Class; 45 – 90 minutes daily</p> <ul style="list-style-type: none"> <li>Reading Plus- Intensive Targeted classroom instruction occurring daily to build basic skills while continuing participation in core instruction.</li> </ul>	<p>--Parental notification occurs as outlined in the MTSS Handbook.</p> <p>--If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:</p> <ul style="list-style-type: none"> <li>Increased time/frequency of targeted instruction;</li> <li>Increased problem-solving; Change of target or type of intervention based on problem solving.</li> <li>Reference Tier II and Tier III Toolboxes for Response to Intervention.</li> </ul>	<p>9<sup>th</sup> Grade: Tier I Plan with parental communication; progress monitoring and follow up determines need to increase level of intervention.</p> <p>In 10<sup>th</sup> grade: Progress monitoring will determine the need to create a Tier II plan to define increased intensity.</p> <p>In 11<sup>th</sup> grade: Intervention intensity must be at a minimum Tier II level and increased to Tier III based on student progress monitoring.</p> <p>In 12<sup>th</sup> grade: intensity must be at Tier III.</p>