

Manatee 2019-20 K-12 Comprehensive Research-Based Reading

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: Kimberly Organek
Contact Email: organekk@manateeschools.net
Contact Telephone: 941-751-6550 x2312

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.**

	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	49	50	51	51	52	53	55

	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	49	50	52	52	52	54	56

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
						28	25
White/African American	37	34	38	31	39		
White/Hispanic	31	29	32	27	31	24	21
Economically Disadvantaged/Non-Economically Disadvantaged	32	30	32	27	32	24	21
Students with Disabilities/Students without Disabilities	36	34	36	31	38	28	25
English Language Learners/ Non-English Language Learners	38	41	39	37	39	33	29

* 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 Comprehensive Reading Plan allocation will positively impact student learning by allowing for enrichment and intervention programs coupled with embedded support, through high quality professional development, coaching and modeling for teachers and school leaders. Through the communication of the strategic 2020 goal, teachers and school leaders will develop capacities that allow them to grow in professional practice around remediating and accelerating students learning in reading and writing.

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?

Executive Directors of Curriculum, Elementary Education and Secondary Education are responsible for monitoring the academic progress of students. This team meets regularly to analyze district level, school level and classroom level performance data so that school based support can be differentiated by school site. Through the analysis of this data, a tiered system of school support is established which allows District resources and staffing to be appropriately deployed to support curricular and instructional needs. Through the collection of this data, schools are put into a tiered system of support; Tier III schools receive intensive district support on a weekly basis, Tier II schools receive moderate district support on a bi-weekly basis and Tier I schools receive support on a monthly/as needed basis from district staff. District staff supporting the tiered system of support includes Executive Directors, Directors of Curriculum and Professional Learning, Curriculum Specialists, Instructional Specialists, and School Improvement Specialists.

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.

School level progress monitoring data collected will include data from the FSA (3rd- 10th grades), iReady (K-5th grades), Reading Plus (6-12th grades reading intervention classes), Achieve 3000 and Teengagement (9th-12th grade reading intervention classes). In addition, the district will use School City, the district data analysis and reporting tool, to analyze and monitor district quarterly assessments aligned to the standards in grades 2 through 10.

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

This data will be collected and reviewed quarterly (October, January, March, May/June) and semi quarterly for schools needing extra support as outlined in our tiered system of school support.

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

Executive Directors of Curriculum, Elementary Education and Secondary Education are responsible for their assigned grade spans and the monitoring of students' academic progress.

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?

A district literacy leadership team will collaborate with schools to support and monitor the implementation of instruction and the Florida standards. Schools will use student progress monitoring and achievement data to provide multi-tiered support to emphasize acceleration for all students combined with remediation support for identified students.

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

This will be evidenced through the analysis of data collected in targeted walk throughs and through analysis of results of the district data, including iReady Diagnostic and Standards Mastery (K-5th grades) and District Quarterly Assessments (2nd-10th grades).

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

This evidence will be collected and reviewed quarterly (October, January, March, May/June).

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

See Appendix A.

Research-Based Reading Instruction Allocation

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

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;

- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

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

Professional Development

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

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

The professional development is paid for with our Title II funds.

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

0

- 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.

None of the trainings are paid for out of the Reading Instruction Allocation.

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.**

<https://erp-training.manateeschools.net/HR/Job%20Descriptions/Home/Instructional/64021%20Reading%20Coach,%20ES%20BAS140.pdf>

<https://erp-training.manateeschools.net/HR/Job%20Descriptions/Home/Instructional/64022%20Reading%20Coach,%20MS%20BAS141.pdf>

<https://erp-training.manateeschools.net/HR/Job%20Descriptions/Home/Instructional/64023%20Reading%20Coach,%20HS%20BAS142.pdf>

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

In 2019-20, the following schools will have Reading Coaches funded from the allocation: Buffalo Creek Middle School, Braden River Middle School, Palmetto High School, Manatee 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.**

The student achievement at the selected schools is declining. These schools do not have Title I funds to pay for support positions, as a result, funds from the CRP will allow those schools to receive such support in the form of Reading Coaches.

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

- a. Elementary: 0**
- b. Middle:2**
- c. High:2**

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

The effectiveness of staff is determined through observation, analysis of student data, coaching logs and regular meetings/trainings with the Coaches in the Coaching Academy.

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

\$260,000

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?

0

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

NextStep Florida Guided Reading for K-2 teachers, iReady (K-5), Teengagement (6-12) Reading Plus (6-12), WriteScore (4-10), Turnitin (6-12), Being a Writer (K-2)

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

\$1,295,615

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.

Title One: Imagine Learning, SRA, Saxon Phonics School
Improvement: WonderWorks
Curriculum General Fund: Reading Mastery

Summer Reading Camps

Please complete the following questions regarding SRC:

1. SRC Supervisor Name: Dr. Vickie Williams

2. Email Address:williams2v@manateeschools.net

3. Phone Number:941-751-6550 ext. 2392

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

Abel Daughtrey Freedom Manatee Elem. Moody Palmetto Elem. Samoset Tillman

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: M, T, W, TH, F

c. Number of instructional hours per day in reading: 5.5

d. End Date: July 12,2019

e. Total number of instructional hours of reading: 126.5

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- based on evaluations and observations

7. What is the anticipated teacher/student ratio?

1:12

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

Our Title 1 department will be offering Camp Rise for Title 1 students in K, 1, 2, and a Science Camp for incoming 5th graders

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

Weekly portfolio tests, SAT-10 administered at end of camp, and a Word Knowledge Inventory administered at the beginning and end of camp

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	\$300,000
District expenditures on reading coaches	\$260,000
District expenditures on intervention teachers	0
District expenditures on supplemental materials or interventions	\$1,295,615
District expenditures on professional development	0
District expenditures on summer reading camps	\$300,000
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	\$2,155,615
Amount of district research-based reading instruction allocation for 2019-2020	\$2,155,615

APPENDIX A



CURRICULUM & PROFESSIONAL LEARNING MEETING AGENDA April 16, 2019

Purpose - To provide leadership and direction for the District to achieve the Mission and Strategic objectives.

Outcome - To discuss and come to agreement on various items of District-wide importance.

Facilitator: Kim Organek
Date: 4/16/2019
Time: 1pm
Location: BCC

Honest communication that supports a common direction.

Differing opinions and perspectives accepted.

Presenters prepared with recommendations and background.

Information free from ACRONYMS.

All actions focused on creating and maintaining a culture of trust.

Humor is acceptable and encouraged.

Breaks are encouraged and expected.

Present:

Kimberly Organek, Executive Director Curriculum & PL
Dr. Cherif Sadki, Director of Secondary Curriculum
Dr. Vickie Williams, Director of Elementary Curriculum
Dr. Shirin Gibson, Director of Assessment & Research
Evan McCarthy, Senior Data Strategist (MIS)
Alison Nichols, Elementary ELA Specialist
Irene Nikipoulas, Secondary ELA Specialist
Maria Cuffaro, Instructional Specialist
Kathy Haugan, MTSS Coordinator
Cheryl Mathis, ESE Associate Director
Kaththea Johnson, Elementary Principal
Debra Estes, ESOL Coordinator
Ann MacDonald, Middle School Principal
Michelle Bleicher, Reading Coach

AGENDA TOPICS

1. Analysis of current year's plan
2. Review data from supplemental resources
3. Review of Tiered Instruction
4. Revision of Decision Trees

NOTES:

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;

School District of Manatee County- Elementary Chart DT1 2019-2020

Grade Level: Kindergarten		Assessments: FLKRS; i-Ready Diagnostic		
Performance Benchmarks	Above Grade Level	On Grade Level	Tier 2 (Reading Deficiency)	Tier 3 (Substantial Reading Deficiency)
Beginning of Year (Fall)	FLKRS scale score of 530 and above AND/OR i-Ready scale score of 480 and above	FLKRS scale score of 497-529 AND/OR i-Ready scale score of 362-479	FLKRS scale score of 438-496 AND i-Ready scale score of 320-361	FLKRS scale score of 437 and below AND i-Ready scale score of 319 and below
Middle of Year (Winter)	i-Ready scale score of 480 and above	i-Ready scale score of 362-479	i-Ready scale score of 341-361	i-Ready scale score of 340 and below

***These performance benchmarks are an initial indicator of reading ability. Students falling under Tier 3 should be discussed with the problem solving team and intervention decisions should be made as outlined by MTSS. Other measures (i.e., reading records, word knowledge inventory, letter name and sound identification) should also be considered when determining intensity of interventions.

If...	Then...	Instructional Materials...
Above Grade Level	<ul style="list-style-type: none"> Provide daily core reading instruction from Wonders that includes explicit instruction with on-level phonological awareness, phonics, vocabulary, fluency, and comprehension. Students will receive accelerated small group differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: vocabulary, listening/reading comprehension, and reading strategies while continuing to develop their decoding and oral language skills. 	<ul style="list-style-type: none"> Wonders i-Ready Literacy Footprints
On Grade Level	<ul style="list-style-type: none"> Provide daily core reading instruction from Wonders that includes explicit instruction with on-level phonological awareness, phonics, vocabulary, fluency, and comprehension. Students will receive small group differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: oral language, phonological awareness, vocabulary, listening comprehension, decoding skills, and beginning reading strategies. 	<ul style="list-style-type: none"> Wonders i-Ready Literacy Footprints
Tier 2	<ul style="list-style-type: none"> Provide daily core reading instruction from Wonders that includes explicit instruction with on-level phonological awareness, phonics, vocabulary, fluency, and comprehension. Students will receive small group differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: phonological awareness, letter recognition, letter-sound correspondences, decoding of simple sound-spelling patterns, oral language, and vocabulary. These students MUST receive intervention outside of the 90 minute reading block daily. Intervention provided will target skills that pose the greatest barrier to learning. 	<ul style="list-style-type: none"> Wonders i-Ready Literacy Footprints <p>Explicit, systematic, and multisensory interventions include, but are not limited to:</p> <ul style="list-style-type: none"> Wonders Differentiated Lessons Fountas and Pinnell Phonics Leveled Literacy Intervention SRA Reading Mastery Saxon Phonics Imagine Learning (2.9 or below ACCESS score)
Tier 3	<ul style="list-style-type: none"> Provide daily core reading instruction from Wonders that includes explicit instruction with on-level phonological awareness, phonics, vocabulary, fluency, and comprehension. Students will receive small group differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: phonological awareness, letter recognition, letter-sound correspondences, oral language, and vocabulary. These students MUST receive intensive intervention outside of the 90 minute reading block 3-5 times per week (in addition to core instruction and Tier 2 interventions). Intervention provided will target skills that pose the greatest barrier to learning. 	<ul style="list-style-type: none"> Wonders i-Ready Literacy Footprints <p>Explicit, systematic, and multisensory interventions include, but are not limited to:</p> <ul style="list-style-type: none"> Wonders Differentiated Lessons Fountas and Pinnell Phonics Leveled Literacy Intervention SRA Reading Mastery Saxon Phonics Imagine Learning (2.9 or below ACCESS score)
<ul style="list-style-type: none"> For students receiving Tier 3 intervention, a progress monitoring plan is required and parents of these students will be notified per guidelines in the district's Student Progression Plan (see last page of Chart DT1). Progress monitoring of interventions at Tier 2 will happen biweekly and progress monitoring of interventions at Tier 3 will happen weekly. 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 group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the Intensive Support Team (IST). 		

School District of Manatee County- Elementary Chart DT1 2019-2020

Grade Level: First		Assessment: i-Ready Diagnostic		
Performance Benchmarks	Above Grade Level	On Grade Level	Tier 2 (Reading Deficiency)	Tier 3 (Substantial Reading Deficiency)
Beginning AND Middle of Year (Fall/Winter)	i-Ready scale score of 537 and above	i-Ready scale score of 434-536	i-Ready scale score of 391-433	i-Ready scale score of 390 and below

***These performance benchmarks are an initial indicator of reading ability. Students falling under Tier 3 should be discussed with the problem solving team and intervention decisions should be made as outlined by MTSS. Other measures (i.e., reading records, word knowledge inventory, high frequency word inventory) should also be considered when determining intensity of interventions.

If...	Then...	Instructional Materials...
Above Grade Level	<ul style="list-style-type: none"> Provide daily core reading instruction from Wonders that includes explicit instruction with on-level phonological awareness, phonics, vocabulary, fluency, and comprehension. Students will receive accelerated small group differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: vocabulary, word parts, multisyllabic words, fluency, and comprehension strategies. 	<ul style="list-style-type: none"> Wonders i-Ready Literacy Footprints
On Grade Level	<ul style="list-style-type: none"> Provide daily core reading instruction from Wonders that includes explicit instruction with on-level phonological awareness, phonics, vocabulary, fluency, and comprehension. Students will receive small group differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: vocabulary, listening/reading comprehension and reading strategies while continuing to develop their decoding and oral language skills. 	<ul style="list-style-type: none"> Wonders i-Ready Literacy Footprints
Tier 2	<ul style="list-style-type: none"> Provide daily core reading instruction from Wonders that includes explicit instruction with on-level phonological awareness, phonics, vocabulary, fluency, and comprehension. Students will receive small group differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: phonological awareness, letter-sound correspondences, decoding of sound-spelling patterns, oral language, and reading strategies. These students MUST receive intervention outside of the 90 minute reading block daily. Intervention provided will target skills that pose the greatest barrier to learning. 	<ul style="list-style-type: none"> Wonders i-Ready Literacy Footprints <p>Explicit, systematic, and multisensory interventions include, but are not limited to:</p> <ul style="list-style-type: none"> Wonders Differentiated Lessons Fountas and Pinnell Phonics Leveled Literacy Intervention SRA Reading Mastery Saxon Phonics Imagine Learning (2.9 or below ACCESS score)
Tier 3	<ul style="list-style-type: none"> Provide daily core reading instruction from Wonders that includes explicit instruction with on-level phonological awareness, phonics, vocabulary, fluency, and comprehension. Students will receive small group differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: phonological awareness, letter recognition (if needed), letter-sound correspondences, decoding of sound-spelling patterns, and oral language. These students MUST receive intensive intervention outside of the 90 minute reading block 3-5 times per week (in addition to core instruction and Tier 2 interventions). Intervention provided will target skills that pose the greatest barrier to learning. 	<ul style="list-style-type: none"> Wonders i-Ready Literacy Footprints <p>Explicit, systematic, and multisensory interventions include, but are not limited to:</p> <ul style="list-style-type: none"> Wonders Differentiated Lessons Fountas and Pinnell Phonics Leveled Literacy Intervention SRA Reading Mastery Saxon Phonics Imagine Learning (2.9 or below ACCESS score)
<ul style="list-style-type: none"> For students receiving Tier 3 intervention, a progress monitoring plan is required and parents of these students will be notified per guidelines in the district’s Student Progression Plan (see last page of Chart DT1). Progress monitoring of interventions at Tier 2 will happen biweekly and progress monitoring of interventions at Tier 3 will happen weekly. 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 group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the Intensive Support Team (IST). 		

School District of Manatee County- Elementary Chart DT1 2019-2020

Grade Level: Second		Assessment: i-Ready Diagnostic		
Performance Benchmarks	Above Grade Level	On Grade Level	Tier 2 (Reading Deficiency)	Tier 3 (Substantial Reading Deficiency)
Beginning AND Middle of Year (Fall/Winter)	i-Ready scale score of 561 and above	i-Ready scale score of 489-560	i-Ready scale score of 419-488	i-Ready scale score of 418 and below

***These performance benchmarks are an initial indicator of reading ability. Students falling under Tier 3 should be discussed with the problem solving team and intervention decisions should be made as outlined by MTSS. Other measures (i.e., DRA/running records, word knowledge inventory, high frequency word inventory, comprehension assessment) should also be considered when determining intensity of interventions.

If...	Then...	Instructional Materials...
Above Grade Level	<ul style="list-style-type: none"> Provide daily core reading instruction from Wonders that includes explicit instruction with on-level phonological awareness, phonics, vocabulary, fluency, and comprehension. Students will receive accelerated small group differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: higher level vocabulary and comprehension strategies. 	<ul style="list-style-type: none"> Wonders i-Ready
On Grade Level	<ul style="list-style-type: none"> Provide daily core reading instruction from Wonders that includes explicit instruction with on-level phonological awareness, phonics, vocabulary, fluency, and comprehension. Students will receive small group differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: vocabulary, word parts, multisyllabic words, fluency, and comprehension strategies. 	<ul style="list-style-type: none"> Wonders i-Ready
Tier 2	<ul style="list-style-type: none"> Provide daily core reading instruction from Wonders that includes explicit instruction with on-level phonological awareness, phonics, vocabulary, fluency, and comprehension. Students will receive small group differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: decoding common sound-spelling patterns, more complex sound-spelling patterns, fluency, vocabulary, and comprehension strategies. These students MUST receive intervention outside of the 90 minute reading block daily. Intervention provided will target skills that pose the greatest barrier to learning. 	<ul style="list-style-type: none"> Wonders i-Ready <p>Explicit, systematic, and multisensory interventions include, but are not limited to:</p> <ul style="list-style-type: none"> Wonders Differentiated Lessons iFountas and Pinnell Phonics Leveled Literacy Intervention SRA Reading Mastery Saxon Phonics Imagine Learning (2.9 or below ACCESS score)
Tier 3	<ul style="list-style-type: none"> Provide daily core reading instruction from Wonders that includes explicit instruction with on-level phonological awareness, phonics, vocabulary, fluency, and comprehension. Students will receive small group differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: phonemic awareness (as needed) decoding common sound-spelling patterns, fluency, vocabulary, and high utility academic language. These students MUST receive intensive intervention outside of the 90 minute reading block 3-5 times per week (in addition to core instruction and Tier 2 interventions). Intervention provided will target skills that pose the greatest barrier to learning. 	<ul style="list-style-type: none"> Wonders i-Ready <p>Explicit, systematic, and multisensory interventions include, but are not limited to:</p> <ul style="list-style-type: none"> Wonders Differentiated Lessons Fountas and Pinnell Phonics Leveled Literacy Intervention SRA Reading Mastery Saxon Phonics Imagine Learning (2.9 or below ACCESS score)
<ul style="list-style-type: none"> For students receiving Tier 3 intervention, a progress monitoring plan is required and parents of these students will be notified per guidelines in the district's Student Progression Plan (see last page of Chart DT1). Progress monitoring of interventions at Tier 2 will happen biweekly and progress monitoring of interventions at Tier 3 will happen weekly. 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 group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the Intensive Support Team (IST). 		

School District of Manatee County- Elementary Chart DT1 2019-2020

Grade Level: Third		Assessments: i-Ready Diagnostic; ELA FSA (retained students)		
Performance Benchmarks	Above Grade Level	On Grade Level	Tier 2 (Reading Deficiency)	Tier 3 (Substantial Reading Deficiency)
Beginning AND Middle of Year (Fall/Winter)	i-Ready scale score of 603 and above	i-Ready scale score of 511-602	i-Ready scale score of 474-510	Retained students (Level 1 on ELA FSA) AND/OR i-Ready scale score of 473 and below

***These performance benchmarks are an initial indicator of reading ability. Students falling under Tier 3 should be discussed with the problem solving team and intervention decisions should be made as outlined by MTSS. Other measures (i.e., spelling inventory, district benchmark assessment) should also be considered when determining intensity of interventions.

If...	Then...	Instructional Materials...
Above Grade Level	<ul style="list-style-type: none"> Provide daily core reading instruction from Wonders that includes explicit instruction with on-level phonics, vocabulary, fluency, and comprehension. Students will receive accelerated small group differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: higher level vocabulary and comprehension strategies. 	<ul style="list-style-type: none"> Wonders i-Ready
On Grade Level	<ul style="list-style-type: none"> Provide daily core reading instruction from Wonders that includes explicit instruction with on-level phonics, vocabulary, fluency, and comprehension. Students will receive small group differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: vocabulary and comprehension strategies. 	<ul style="list-style-type: none"> Wonders i-Ready
Tier 2	<ul style="list-style-type: none"> Provide daily core reading instruction from Wonders that includes explicit instruction with on-level phonics, vocabulary, fluency, and comprehension. Students will receive small group differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: decoding longer words, word parts, fluency, comprehension strategies, and text structure. These students MUST receive intervention outside of the 90 minute reading block daily. Intervention provided will target skills that pose the greatest barrier to learning. 	<ul style="list-style-type: none"> Wonders i-Ready <p>Explicit, systematic, and multisensory interventions include, but are not limited to:</p> <ul style="list-style-type: none"> Wonders Differentiated Lessons Fountas and Pinnell Phonics Leveled Literacy Intervention SRA Saxon Phonics Imagine Learning (2.9 or below ACCESS score)
Tier 3	<ul style="list-style-type: none"> Provide daily core reading instruction from Wonders that includes explicit instruction with on-level phonics, vocabulary, fluency, and comprehension. Students will receive small group differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: decoding longer words, word parts, fluency, vocabulary, and academic language. These students MUST receive intensive intervention outside of the 90 minute reading block 3-5 times per week (in addition to core instruction and Tier 2 interventions). Intervention provided will target skills that pose the greatest barrier to learning. 	<ul style="list-style-type: none"> Wonders i-Ready <p>Explicit, systematic, and multisensory interventions include, but are not limited to:</p> <ul style="list-style-type: none"> Wonders Differentiated Lessons Fountas and Pinnell Phonics Leveled Literacy Intervention SRA Saxon Phonics Imagine Learning (2.9 or below ACCESS score)

- For students receiving Tier 3 intervention, a progress monitoring plan is required and parents of these students will be notified per guidelines in the district’s Student Progression Plan (see last page of Chart DT1).
- Progress monitoring of interventions at Tier 2 will happen biweekly and progress monitoring of interventions at Tier 3 will happen weekly.
- 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 group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the Intensive Support Team (IST).

School District of Manatee County- Elementary Chart DT1 2019-2020

Grade Level: Fourth		Assessments: ELA FSA; i-Ready Diagnostic		
Performance Benchmarks	Above Grade Level	On Grade Level	Tier 2 (Reading Deficiency)	Tier 3 (Substantial Reading Deficiency)
Beginning AND Middle of Year (Fall/Winter)	Level 4-5 on ELA FSA AND/OR i-Ready scale score of 630 and above	Level 3 on ELA FSA AND/OR i-Ready scale score of 557-629	Level 2 on ELA FSA AND/OR i-Ready scale score of 496-556	Level 1 on ELA FSA AND/OR i-Ready scale score of 495 and below

***These performance benchmarks are an initial indicator of reading ability. Students falling under Tier 3 should be discussed with the problem solving team and intervention decisions should be made as outlined by MTSS. Other measures (i.e., spelling inventory, district benchmark assessment) should also be considered when determining intensity of interventions.

If...	Then...	Instructional Materials...
Above Grade Level	<ul style="list-style-type: none"> Provide daily core reading instruction from Wonders that includes explicit instruction with on-level phonics, vocabulary, fluency, and comprehension. Students will receive accelerated small group differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: higher level vocabulary and comprehension strategies. 	<ul style="list-style-type: none"> Wonders i-Ready
On Grade Level	<ul style="list-style-type: none"> Provide daily core reading instruction from Wonders that includes explicit instruction with on-level phonics, vocabulary, fluency, and comprehension. Students will receive small group differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: vocabulary and comprehension strategies. 	<ul style="list-style-type: none"> Wonders i-Ready
Tier 2	<ul style="list-style-type: none"> Provide daily core reading instruction from Wonders that includes explicit instruction with on-level phonics, vocabulary, fluency, and comprehension. Students will receive small group differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: decoding longer words, word parts, fluency, comprehension strategies, and text structure. These students MUST receive intervention outside of the 90 minute reading block daily. Intervention provided will target skills that pose the greatest barrier to learning. 	<ul style="list-style-type: none"> Wonders i-Ready <p>Explicit, systematic, and multisensory interventions include, but are not limited to:</p> <ul style="list-style-type: none"> Wonders Differentiated Lessons Wonder Works Intervention Lessons Leveled Literacy Intervention SRA Imagine Learning (2.9 or below ACCESS score)
Tier 3	<ul style="list-style-type: none"> Provide daily core reading instruction from Wonders that includes explicit instruction with on-level phonics, vocabulary, fluency, and comprehension. Students will receive small group differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: decoding longer words, word parts, fluency, vocabulary, and academic language. These students MUST receive intensive intervention outside of the 90 minute reading block 3-5 times per week (in addition to core instruction and Tier 2 interventions). Intervention provided will target skills that pose the greatest barrier to learning. 	<ul style="list-style-type: none"> Wonders i-Ready <p>Explicit, systematic, and multisensory interventions include, but are not limited to:</p> <ul style="list-style-type: none"> Wonders Differentiated Lessons Wonder Works Intervention Lessons Leveled Literacy Intervention SRA Imagine Learning (2.9 or below ACCESS score)
<ul style="list-style-type: none"> For students receiving Tier 3 intervention, a progress monitoring plan is required and parents of these students will be notified per guidelines in the district's Student Progression Plan (see last page of Chart DT1). Progress monitoring of interventions at Tier 2 must occur biweekly and progress monitoring of interventions at Tier 3 must happen weekly. 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 group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the Intensive Support Team (IST). 		

School District of Manatee County- Elementary Chart DT1 2019-2020

Grade Level: Fifth		Assessments: ELA FSA; i-Ready Diagnostic		
Performance Benchmarks	Above Grade Level	On Grade Level	Tier 2 (Reading Deficiency)	Tier 3 (Substantial Reading Deficiency)
Beginning AND Middle of Year (Fall/Winter)	Level 4-5 on ELA FSA AND/OR i-Ready scale score of 641 and above	Level 3 on ELA FSA AND/OR i-Ready scale score of 581-640	Level 2 on ELA FSA AND/OR i-Ready scale score of 542-580	Level 1 on ELA FSA AND/OR i-Ready scale score of 541 and below

***These performance benchmarks are an initial indicator of reading ability. Students falling under Tier 3 should be discussed with the problem solving team and intervention decisions should be made as outlined by MTSS. Other measures (i.e., spelling inventory, district benchmark assessment) should also be considered when determining intensity of interventions.

If...	Then...	Instructional Materials...
Above Grade Level	<ul style="list-style-type: none"> Provide daily core reading instruction from Wonders that includes explicit instruction with on-level phonics, vocabulary, fluency, and comprehension. Students will receive accelerated small group differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: higher level vocabulary and comprehension strategies. 	<ul style="list-style-type: none"> Wonders i-Ready
On Grade Level	<ul style="list-style-type: none"> Provide daily core reading instruction from Wonders that includes explicit instruction with on-level phonics, vocabulary, fluency, and comprehension. Students will receive small group differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: vocabulary and comprehension strategies. 	<ul style="list-style-type: none"> Wonders i-Ready
Tier 2	<ul style="list-style-type: none"> Provide daily core reading instruction from Wonders that includes explicit instruction with on-level phonics, vocabulary, fluency, and comprehension. Students will receive small group differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: decoding longer words, word parts, fluency, comprehension strategies, and text structure. These students MUST receive intervention outside of the 90 minute reading block daily. Intervention provided will target skills that pose the greatest barrier to learning. 	<ul style="list-style-type: none"> Wonders i-Ready <p>Explicit, systematic, and multisensory interventions include, but are not limited to:</p> <ul style="list-style-type: none"> Wonders Differentiated Lessons Wonder Works Intervention Lessons Leveled Literacy Intervention SRA Imagine Learning (2.9 or below ACCESS score)
Tier 3	<ul style="list-style-type: none"> Provide daily core reading instruction from Wonders that includes explicit instruction with on-level phonics, vocabulary, fluency, and comprehension. Students will receive small group differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: decoding longer words, word parts, fluency, vocabulary, and academic language. These students MUST receive intensive intervention outside of the 90 minute reading block 3-5 times per week (in addition to core instruction and Tier 2 interventions). Intervention provided will target skills that pose the greatest barrier to learning. 	<ul style="list-style-type: none"> Wonders i-Ready <p>Explicit, systematic, and multisensory interventions include, but are not limited to:</p> <ul style="list-style-type: none"> Wonders Differentiated Lessons Wonder Works Intervention Lessons Leveled Literacy Intervention SRA Imagine Learning (2.9 or below ACCESS score)

- For students receiving Tier 3 intervention, a progress monitoring plan is required and parents of these students will be notified per guidelines in the district’s Student Progression Plan (see last page of Chart DT1).
- Progress monitoring of interventions at Tier 2 must occur biweekly and progress monitoring of interventions at Tier 3 must happen weekly.
- 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 group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the Intensive Support Team (IST).

School District of Manatee County- Elementary Chart DT1 2019-2020

Criteria for Notifying Parents of a Substantial Reading Deficiency Per District Student Progression Plan	<p>Parents of students in kindergarten through grade 5 who exhibit a substantial reading deficiency based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments, or teacher observations must receive notification in writing of the following:</p> <ul style="list-style-type: none">• That their child has been identified as having a substantial reading deficiency, including a description/explanation in parent friendly terms, of the exact nature of the child’s difficulty in reading achievement.• A description of the current services that are provided to the child.• A description of the proposed interventions and supports that will be provided to the child to remediate the reading deficiency.• That if the reading deficiency is not remediated by the end of grade 3, the child must be retained unless the child meets good cause criteria.• Strategies, including multisensory strategies, the parent can use through a read-at-home plan to help their child succeed in reading.• That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion for grade 3 and that additional evaluations, portfolio reviews, and assessments are available to assist parents and the district in knowing when a child is reading at or above grade level and ready for promotion.• That any grade 3 student who is identified as being at risk for retention, the parent can request the school immediately begin collecting evidence for a portfolio.• The district’s specific criteria and policies for mid-year promotion for students retained in grade 3. <p>In addition, schools may not wait for a kindergarten through grade 5 student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive interventions.</p>
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School District of Manatee County - Decision Tree 2 (Grades 6-8) 2019-2020

Tier 1 (Grades 6-8)				
Initial Screening Method	Initial Placement	If	Then	Resources
Level 3 or above on FSA ELA Assessment	English/Language Arts <ul style="list-style-type: none"> Standards-based instruction in Language Arts or Advanced Language Arts course. 	Progress Monitoring Tool: Level 1 or 2 on Quarterly ELA District Benchmark Assessments (Benchmark #1: Oct. 2019 and Benchmark #2: Dec. 2019)	English/Language Arts <ul style="list-style-type: none"> Teacher led differentiated small-group instruction targeting low-proficiency standards 	Core Resources: ELA Course <ul style="list-style-type: none"> HMH <i>Collections</i> Resources including Performance Assessments and Close Readers Reading Plus
Tier 2 (Grades 6-8)				
Level 2 on FSA ELA Assessment	English/Language Arts <ul style="list-style-type: none"> Continued standards-based instruction in Language Arts course. Teacher led differentiated small-group instruction targeting low-proficiency standards and/or Intensive Reading <ul style="list-style-type: none"> One 45-minute block of Intensive Reading remediation Reading Certified or Reading Endorsed teacher Rotational model of instruction with alternating usage of Reading Plus and teacher led small group daily (6-8 students) Instruction will focus on building fluency, comprehension, decoding skills, and vocabulary 	Progress Monitoring Tool: Score of “below grade level” as indicated on Reading Plus InSight Assessments (initial, mid-year, and end-of-year) and/or below grade level as indicated on Reading Plus weekly progress report.	Intensive Reading <ul style="list-style-type: none"> Teacher led small group remediation based on areas of low proficiency as identified on Reading Plus “Skills Report.” Fluency: Small group instruction focusing on read alouds, choral readings, and whisper reading. Comprehension: Small group instruction focusing on strategies (summarizing, predicting, connecting, questioning, evaluate, visualizing) Vocabulary: Small group instruction focusing on context clues, root words and affixes. Additional progress monitoring of SeeReaders lessons. 	Core Resources: ELA Course <ul style="list-style-type: none"> HMH <i>Collections</i> Resources including Performance Assessments and Close Readers Core Resources: Intensive Reading <ul style="list-style-type: none"> Reading Plus Reading Plus Comprehensive Skill Building Activities Townshend Press Vocabulary Supplemental Resources including, but not limited to: <ul style="list-style-type: none"> Commonlit.org, Newsela.org, Readworks.org
Tier 3 (Grades 6-8)*				
Level 1 on FSA ELA Assessment	Students will receive Tier 2 instruction in English/Language Arts <ul style="list-style-type: none"> Continued standards-based instruction in Language Arts course. Teacher led differentiated small-group instruction targeting low-proficiency standards Students will receive Tier 3 instruction in Intensive Reading <ul style="list-style-type: none"> One 45-minute block of Intensive Reading remediation Reading Certified or Reading Endorsed teacher Rotational model of instruction with alternating usage of Reading Plus and teacher led small group daily (6-8 students) Instruction will focus on building fluency, comprehension, decoding skills, and vocabulary 	Progress Monitoring Tool: Score of “below grade level” as indicated on Reading Plus InSight Assessments (initial, mid-year, and end-of-year) and/or below grade level as indicated on Reading Plus weekly progress report.	Intensive Reading <ul style="list-style-type: none"> Teacher led small group remediation and one-on-one instruction based on areas of low proficiency as identified on Reading Plus “Skills Report” Fluency: Small group/one-on-one instruction focusing on read alouds, choral readings, and whisper reading. Comprehension: Small group/one-on-one instruction focusing on strategies (summarizing, predicting, connecting, questioning, evaluate, visualizing) Vocabulary: Small group/one-on-one instruction focusing on context clues, root words and affixes. Additional progress monitoring of SeeReaders lessons. Reading scaffolds documented in non-reading classes Additional on-task minutes in iBalance and ReadAround 	Core Resources: ELA Course <ul style="list-style-type: none"> HMH <i>Collections</i> Resources including Performance Assessments and Close Readers Core Resources: Intensive Reading <ul style="list-style-type: none"> Reading Plus Reading Plus Comprehensive Skill Building Activities Townshend Press Vocabulary Supplemental Resources including, but not limited to: <ul style="list-style-type: none"> Commonlit.org, Newsela.org, Readworks.org

*These performance benchmarks are an initial indicator of reading ability. Students falling under Tier 3 should be discussed with the problem solving team and intervention decisions should be made as outlined by MTSS. Other data should also be considered when determining intensity of interventions.
 Draft - 6/27/2019

School District of Manatee County- Decision Tree 3 (Grades 9-10) 2019-2020

Tier 1 (Grades 9-10)				
Initial Screening Method	Initial Placement	If	Then	Resources
Level 3 or above on FSA ELA Assessment	<p>English/Language Arts</p> <ul style="list-style-type: none"> Standards-based instruction in English I or II or Advanced English course. 	<p>Progress Monitoring Tool: Level 1 or 2 on Quarterly ELA District Benchmark Assessments (Benchmark #1: Oct. 2019 and Benchmark #2: Dec. 2019)</p>	<p>English/Language Arts</p> <ul style="list-style-type: none"> Teacher led differentiated small-group instruction targeting low-proficiency standards 	<p>Core Resources: ELA Course</p> <ul style="list-style-type: none"> HMH <i>Collections</i> Resources including Performance Assessments and Close Readers Reading Plus
Tier 2 (Grades 9-10)				
Level 2 on FSA ELA Assessment	<p>English/Language Arts</p> <ul style="list-style-type: none"> Continued standards-based instruction in English I or II. Teacher led differentiated small-group instruction targeting low-proficiency standards <p><i>and/or</i></p> <p>Intensive Reading</p> <ul style="list-style-type: none"> One 45-minute block of Intensive Reading remediation Reading Certified or Reading Endorsed teacher Rotational model of instruction with alternating usage of Reading Plus and teacher led small group instruction (6-8 students) Instruction will focus on building fluency, comprehension, decoding skills, and vocabulary 	<p>Progress Monitoring Tool: Score of “below grade level” as indicated on Reading Plus InSight Assessments (initial, mid-year, and end-of-year) and/or below grade level as indicated on Reading Plus weekly progress report.</p>	<p>Intensive Reading</p> <ul style="list-style-type: none"> Teacher led small group remediation based on areas of low proficiency as identified on Reading Plus “Skills Report” Fluency: Small group instruction focusing on read alouds, choral readings, and whisper reading. Comprehension: Small group instruction focusing on building comprehension strategies (summarizing, predicting, connecting, questioning, evaluate, visualizing) Vocabulary: Small group instruction focusing on context clues, root words and affixes. Additional progress monitoring of SeeReader lesson proficiency. 	<p>Core Resources: ELA Course</p> <ul style="list-style-type: none"> HMH <i>Collections</i> Resources including Performance Assessments and Close Readers <p>Core Resources: Intensive Reading</p> <ul style="list-style-type: none"> Reading Plus Reading Plus Comprehensive Skill Building Activities Teengagement Vocabulit Workbooks <p>Supplemental Resources including, but not limited to:</p> <ul style="list-style-type: none"> Commonlit.org, Newsela.org, Readworks.org
Tier 3 (Grades 9-10) *				
Level 1 on FSA ELA Assessment	<p>Students will receive Tier 2 instruction in English/Language Arts</p> <ul style="list-style-type: none"> Continued standards-based instruction in English I or II. Teacher led differentiated small-group instruction targeting low-proficiency standards <p>Students will receive Tier 3 instruction in Intensive Reading</p> <ul style="list-style-type: none"> One 45-minute block of Intensive Reading remediation Reading Certified or Reading Endorsed teacher Rotational model of instruction with alternating usage of Reading Plus and teacher led small group instruction (6-8 students) Instruction will focus on building fluency, comprehension, decoding skills, and vocabulary 	<p>Progress Monitoring Tool: Score of “below grade level” as indicated on Reading Plus InSight Assessments (initial, mid-year, and end-of-year) and/or below grade level as indicated on Reading Plus weekly progress report</p>	<p>Intensive Reading</p> <ul style="list-style-type: none"> Teacher led small group remediation and one-on-one instruction based on areas of low proficiency as identified on Reading Plus “Skills Report” Fluency: Small group/one-on-one instruction focusing on read alouds, choral readings, and whisper reading. Comprehension: Small group/one-on-one instruction focusing on building comprehension strategies (summarizing, predicting, connecting, questioning, evaluate, visualizing) Vocabulary: Small group/one-on-one instruction focusing on context clues, root words and affixes. Additional progress monitoring of SeeReader lesson proficiency. Reading scaffolds documented in non-reading classes Additional on-task minutes in iBalance and ReadAround 	<p>Core Resources: ELA Course</p> <ul style="list-style-type: none"> HMH <i>Collections</i> Resources including Performance Assessments and Close Readers <p>Core Resources: Intensive Reading</p> <ul style="list-style-type: none"> Reading Plus Reading Plus Comprehensive Skill Building Activities Teengagement Vocabulit Workbooks Khan Academy <p>Supplemental Resources including, but not limited to:</p> <ul style="list-style-type: none"> Commonlit.org, Newsela.org, Readworks.org

*These performance benchmarks are an initial indicator of reading ability. Students falling under Tier 3 should be discussed with the problem solving team and intervention decisions should be made as outlined by MTSS. Other data should also be considered when determining intensity of interventions.

School District of Manatee County- Decision Tree 3 (Grades 11-12) 2019-2020

Tier 2 (Grades 11-12)				
Initial Screening Method	Initial Placement	If	Then	Resources
Level 2 on FSA ELA Assessment	<p>English/Language Arts (11th and 12th Grade)</p> <ul style="list-style-type: none"> Continued standards-based instruction in English III or English IV College and Career Prep. Teacher led differentiated small-group instruction targeting low-proficiency standards Reading Certified or Reading Endorsed teacher <p><i>and/or</i></p> <p>Intensive Reading (12th Grade Students)</p> <ul style="list-style-type: none"> One 45-minute block of Intensive Reading remediation Rotational model of instruction with alternating usage of Reading Plus and teacher led small group (6-8 students) August-September-Focus on FSA Standards and areas of low proficiency Beginning in September-Transition instruction to target areas of focus on ACT and SAT 	<p>Progress Monitoring Tool:</p> <p>Khan Academy Diagnostic Test and/or SAT/ACT practice tests indicate a non-concordant score (below SAT-430, ACT-18)</p> <p>and/or</p> <p>Score of “below grade level” as indicated on Reading Plus InSight Assessments (initial, mid-year, and end-of-year).</p>	<p>English/Language Arts (11th and 12th Grade)</p> <ul style="list-style-type: none"> Khan Academy SAT Preparation to supplement English III and English IV College and Career Prep instruction. ACT/SAT Preparation <p>Intensive Reading (12th Grade)</p> <ul style="list-style-type: none"> Teacher led small group remediation based on areas of low proficiency as identified on Reading Plus “Skills Report” and Khan Academy Diagnostic. Instruction will focus on building fluency, comprehension, decoding skills, and vocabulary Khan Academy guided and independent practice tools. ACT/SAT Preparation 	<p>Core Resources: ELA Course</p> <ul style="list-style-type: none"> HMH <i>Collections</i> Resources including Performance Assessments and Close Readers <p>Core Resources: Intensive Reading</p> <ul style="list-style-type: none"> Reading Plus Reading Plus Comprehensive Skill Building Activities Teengagement Vocabulit Workbooks Khan Academy <p>Supplemental Resources including, but not limited to:</p> <ul style="list-style-type: none"> ACT and SAT Preparation Guides
Tier 3 (Grades 11-12) *				
Level 1 on FSA ELA Assessment	<p>Students will receive Tier 2 instruction in English/Language Arts (11th and 12th Grades)</p> <ul style="list-style-type: none"> Continued standards-based instruction in English III or English IV. Teacher led differentiated small-group instruction targeting low-proficiency standards Reading Certified or Reading Endorsed teacher <p>Students will receive Tier 3 instruction in Intensive Reading (11th and 12th Grades)</p> <ul style="list-style-type: none"> One 45-minute block of Intensive Reading remediation Rotational model of instruction with alternating usage of Reading Plus and teacher led small group (6-8 students) August-September-Focus on FSA Standards and areas of low proficiency Beginning in September-Transition instruction to target areas of focus on ACT and SAT 	<p>Progress Monitoring Tool:</p> <p>Khan Academy Diagnostic Test and/or SAT/ACT practice tests indicate a non-concordant score (below SAT-430, ACT-18)</p> <p>and/or</p> <p>Score of “below grade level” as indicated on Reading Plus InSight Assessments (initial, mid-year, and end-of-year).</p>	<p>Intensive Reading (11th and 12th Grades)</p> <ul style="list-style-type: none"> Teacher led small group remediation and one-on-one instruction based on areas of low proficiency as identified on Reading Plus “Skills Report” and Khan Academy Diagnostic Instruction will focus on building fluency, comprehension, decoding skills, and vocabulary Khan Academy guided and independent practice tools. ACT/SAT Preparation Reading scaffolds documented in non-reading classes 	<p>Core Resources: ELA Course</p> <ul style="list-style-type: none"> HMH <i>Collections</i> Resources including Performance Assessments and Close Readers <p>Core Resources: Intensive Reading</p> <ul style="list-style-type: none"> Reading Plus Reading Plus Comprehensive Skill Building Activities Teengagement Vocabulit Workbooks Khan Academy <p>Supplemental Resources including, but not limited to:</p> <ul style="list-style-type: none"> ACT and SAT Preparation Guides

*These performance benchmarks are an initial indicator of reading ability. Students falling under Tier 3 should be discussed with the problem solving team and intervention decisions should be made as outlined by MTSS. Other data should also be considered when determining intensity of interventions.