

## Okaloosa 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:** Ann R. Flanagan  
**Contact Email:** [flanagana@okaloosaschools.com](mailto:flanagana@okaloosaschools.com)  
**Contact Telephone:** 850-833-6312

### 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	63	64	64	66	64	68	70

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	55	57	58	59	55	60	62

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
						19	17
White/African American	25	23	23	21	22		
White/Hispanic	14	13	14	12	12	11	10
Economically Disadvantaged/Non-Economically Disadvantaged	24	22	24	20	21	18	16
Students with Disabilities/Students without Disabilities	39	33	41	31	41	28	25
English Language Learners/ Non-English Language Learners	32	28	38	25	36	22	20

\* 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.**

Okaloosa County School District is committed to professional development as a means to improve student achievement. Based on data from FSA, MAP, and teacher feedback, teachers will be engaged in curriculum and assessment writing over the summer. This includes creating Everyday Intertextual Lessons for HS ELA teachers, Intensive Reading exemplar lessons and Cold Read Assessments for grades one and two.

Targeted intervention programs will also be purchased:

Intensive Reading and Intensive ELA students will have access to Achieve 3000 purchased through the Reading Allocation. Funds have been set aside for focused training to help teachers use the program with fidelity along with new features, such as Lexile Goal Tracker. Embedded Coaching will be provided by the Achieve 3000 Coach, along with Okaloosa Coaches, to ensure fidelity of implementation.

Our K-2 teachers have all been trained on how to incorporate multi-sensory strategies in their instruction during Central Message Professional Development during the 2018-2019 school year. For the 2019-2020 school year we are purchasing MaxScholar Orton-Gillingham Program for all students with a STAR scale score of 437 or below and for students in K-3 with a MAP predictor score within the range for Level 1. MaxScholar is an explicit, systematic, and multi-sensory Phonics and Phonemic Awareness program based on the Orton-Gillingham Approach. It is delivered in a blended learning environment. This will enhance the training teachers received last year. All elementary coaches will be trained with a train-the-trainer model. Classroom and intervention teachers will be trained during Central Message Professional Development. Monthly Webinars will help ensure the program is utilized with fidelity.

iReady will be purchased for second grade students. Data from MAP and other assessments indicate this grade level as a need.

All of our elementary and middle schools have access to a Reading Coach on a regular basis. Funds for coaches are also included in the K-12 Reading allocation. Embedded professional development in the form of modeling, planning and co-teaching within a coaching cycle will improve teacher effectiveness and subsequently, student performance. Coaches also facilitate professional development on both the district and school level and engage with teachers in data chats to help them triangulate data and plan instruction.

The use of data to drive instruction as a means to improve student achievement is a priority. Okaloosa County uses Measures of Academic Progress (MAP), purchased from the Reading Allocation as one instrument to progress monitor and help differentiate instruction. Training for administrators to help progress monitor and for teacher leaders to train at their school site is included in the plan.

**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 Assistant Superintendent for Instruction, Sheila Lightbourne, and Jeff Palmer, Curriculum Director, are responsible for reviewing and monitoring student data. The Reading Curriculum Specialist, Ann Flanagan, the Math Curriculum Specialist, Stephanie Thetford, the Science Curriculum Specialist, Tami Ellis, the Title I Specialist, Amy Dale, the ESE Program Director, Melody Sommer, and the Teacher on Special Assignment for ELL, Lisa Tucker, also collect and review data and monitor student progress for their programs.

**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.**

Okaloosa County School District uses the Measures of Academic Progress (MAP) for progress monitoring in grades K-10, along with students in grades 11 and 12 who are still in need of remediation. Okaloosa County has also implemented instructional technology which provides reports related to progress monitoring and instructional needs for students in need of remediation. These include i-Ready for elementary and Achieve 3000 for secondary students. Information regarding usage and progress are monitored by the Curriculum Specialists.

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

Okaloosa County School District monitors student progress two to three times a year through Measures of Academic Progress (MAP) depending on the grade level and needs of the students. Data is collected and reviewed by the district after each administration and data chats are conducted to determine progress towards meeting the standard. School Review Site Visits are scheduled with each school by the Curriculum and Instruction Team to discuss data and ascertain school-wide progress. Plans for increasing progress towards meeting district goals are discussed during the review.

Monitoring and review of i-Ready and Achieve 3000 is conducted monthly.

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

Intervention guidelines for students in Okaloosa School District not progressing towards district goals are outlined in our Pupil Progression Plan. The plan is developed through a committee consisting of teachers and administrators and approved by the Board of Education. It is reviewed with school administrators at our Administrative Retreat in July. Okaloosa County has also developed and implemented a Multi-Tiered System of Supports to ensure that struggling students receive appropriate assistance necessary to be successful in meeting the pupil progression requirements. The MTSS process guides our monitoring and remediation with students who are not progressing towards goals based on data.

**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 Department of Curriculum and Instruction is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards. Teachers have been trained in the use of Item Specs and ALDs during our Central Message Professional Development. Learning Progressions (LPs) have been developed for grades K-2. The use of Item Specs, ALDs and LPs will be a continued focus during the 2019-20 school as we concentrate on backwards design. The Department of Curriculum and ELA Instructional Coaches also

developed a Multi-Sensory Strategy Booklet which was used heavily in our K-2 Professional Development as we focused on the Foundation Standards. This will continue to be a focus in the 2019-2020 school year.

The Department of Curriculum and Instruction has also developed Standards Resource Books that contain Item Specs, ALDs/LPs, question stems of varying DOK levels for use by teachers in planning and administrators during walkthroughs and evaluations. Specific instructional strategies by standard are also included.

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

Okaloosa County has a comprehensive system of reviewing school implementation of SPP Initiatives and classroom instruction. Building administrators meet for school Site Reviews with a Central Office Administration Team at the school site to monitor student achievement and implementation of instructional methodologies that align with the Florida Standards. During these site visits, the Central Administration Team also visits classrooms to gather evidence of implementation in action. Schedules and minutes of School Reviews are kept at the district level.

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

Each school has one formal School Review Site Visit and one formal data chat during the year. Multiple informal reviews are also conducted. The intensity of those visits will vary from school to school depending upon need.

- 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.?**

ELA Curriculum Specialists, Denise Reichal (Elementary) and Julieann Smith (Secondary), are responsible for developing the Master Inservice Plan. The content specialist providing the training is responsible for developing and entering the activity application into the plan.

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

\$13127

- 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.**

2912003 Multisensory Instruction and Intervention

2100009 Multisensory Instruction and Intervention (aligned with SB1108)

### **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://www.okaloosaschools.com/files/\\_site/dept/hr/job-desc/instructional/literacy-coach.pdf](https://www.okaloosaschools.com/files/_site/dept/hr/job-desc/instructional/literacy-coach.pdf)

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

Edwins, Baker, Bob Sikes, Destin, Edge, Eglin, Laurel Hill, Northwood, Riverside, Pryor MS, Davidson MS, Wright, Shalimar, Elliott Point, Mary Esther, Kenwood, Florosa, Walker

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

Yes, a purposeful review of triangulated data is used to place coaches at schools based on student achievement. FSA and MAP results combined with school grades (points earned), learning gains in ELA, size and experience of the faculty, and data collected through walkthroughs and central office site visits are all considered.

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

- a. Elementary:10.3**
- b. Middle:1**
- c. High:0**

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

Ann Flanagan, Reading Specialist is responsible for the supervision of ELA Literacy Coaches. All coaches have two administrative walkthroughs and a final evaluation every year. Formal observations are conducted every other year. Coaches create an Individual Professional Development Plan (IPDP) that includes both personal and professional development goals and student objectives in the form of SMART goals. The IPDP is approved and monitored by the Reading Specialist.

Coaches provide Central Message Professional Development and school-based professional development at their school sites. Schools must monitor the implementation of professional development initiatives through their SPP and leadership team. The document includes the initiative, how it will be monitored, how often and who is responsible for monitoring. Administrators collect evidence of implementation of professional development initiatives through walkthroughs and formal evaluations.

Coaches are also expected to provide embedded professional development. Coaches document their work through a coaching log which is monitored by the Reading Specialist, and work with teachers through Partnership Agreements and Collaborative Teacher Inquiry. Both models include SMART goals and progress monitoring.

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

\$889310

**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?**

We do not provide intervention teachers from this allocation. They are funded from the general fund or Title I.

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

**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.:**

MaxScholar; Achieve 3000; i-Ready; Measure of Academic Progress for Progress Monitoring

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

\$475,457

**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:**Denise Reichal, Elementary ELA Specialist
- 2. Email Address:**[reichald@okaloosaschools.com](mailto:reichald@okaloosaschools.com)
- 3. Phone Number:**850-833-3193
- 4. Please list the schools which will host a SRC:**

Lewis, Walker, Mary Esther, Northwood, Wright, Longwood, Destin Elementary, Laurel Hill, Baker

**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-F
- c. **Number of instructional hours per day in reading:** 5
- d. **End Date:**July 8, 2019
- e. **Total number of instructional hours of reading:**95

**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, teachers will apply to facilitate SRC. During the application process, administrators will validate a teacher's highly effective status and/or reading endorsement status.

**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)?**

K-5

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

Teachers will analyze formative assessments administered through SRC. At the conclusion of SRC students will be administered the SAT-10 as a summative assessment. The SAT-10 will determine promotion/retention for identified students attending SRC.

**300 Lowest-Performing Elementary Schools**

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

This may be found in Appendix C.

## **Budget Review**

Estimated proportional share distributed to district charter schools	\$66,626
District expenditures on reading coaches	889310
District expenditures on intervention teachers	0
District expenditures on supplemental materials or interventions	\$475,457
District expenditures on professional development	\$13127
District expenditures on summer reading camps	0
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	\$1,444,520
Amount of district research-based reading instruction allocation for 2019-2020	\$1,444,520

## APPENDIX A

### **K-12 Reading Plan Coordination Meeting, April 22, 2019**

#### Attendees:

- Ann Flanagan, Reading Specialist
- Denise Reichal, Elementary Curriculum Specialist
- Julie Smith, Secondary Curriculum Specialist
- Duscha Ross, Program Director Information Services
- Jeff Palmer, Curriculum Director
- Amy Dale, Title I Specialist
- Melody Sommer, Program Director Students with Disabilities
- Lisa Tucker, TSA for ELL
- Eleanor Harrington, Teacher
- Cathy Ard, Elementary Principal
- Sharon Bartels-Wheelless, MTSS Coordinator
- Lynn Kozak, District Instructional Coach

#### Agenda:

- Overview of K-12 Plan
- FSA Goals and Actual Achievement
  - ESSA
- Decision Trees must include
  - 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
  - A description of the intensive, explicit, systematic and multi-sensory reading interventions provided in K-3
  - DTI must include information on how the Florida Reading Readiness Screener will be used to identify students for intervention. For each grade level must include a description of which students will be reported in the Student Intervention System with an appropriate code for the Reading Intervention Component
  - An explanation of how instruction will be modified for students who have not responded to a specific reading intervention which the initial intensity (time and group size) provided
- Alignment to SP&P and ELL Plan

## **Collaboration Meetings for K-12 Reading Plan, 2019**

### **March 13, 2019: JRF Conference Call with Heather Willis-Doxsee**

The following were in attendance on this call: Ann Flanagan (Reading Specialist), Sharon Bartels-Wheless (MTSS), Jeff Palmer (Curriculum Director), Karen Peek (Program Director for Professional Services, Denise McLaughlin (PD Specialist), Duscha Ross (Program Director Information Systems), Terri Baum (Teacher Certification)

### **March 28, 2019: Correlation between PPP, PMP and K-12 Reading Plan**

The following were in attendance: Denise Reichal (ELA Elementary Specialist), Ann Flanagan (Reading Specialist), Jeff Palmer (Curriculum Director); Duscha Ross (Program Director Information Systems)

Agenda: Correlation between the Pupil Progression Plan, Progress Monitoring Plan, and the Reading Plan

### **April 15, April 25, 2019: Pupil Progression Plan Committee Meeting**

The PPP Committee, composed of teachers, school administrators, specialists, and counselors discussed the requirements for remediation to ensure they are appropriately addressed in the PPP.

## APPENDIX B

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

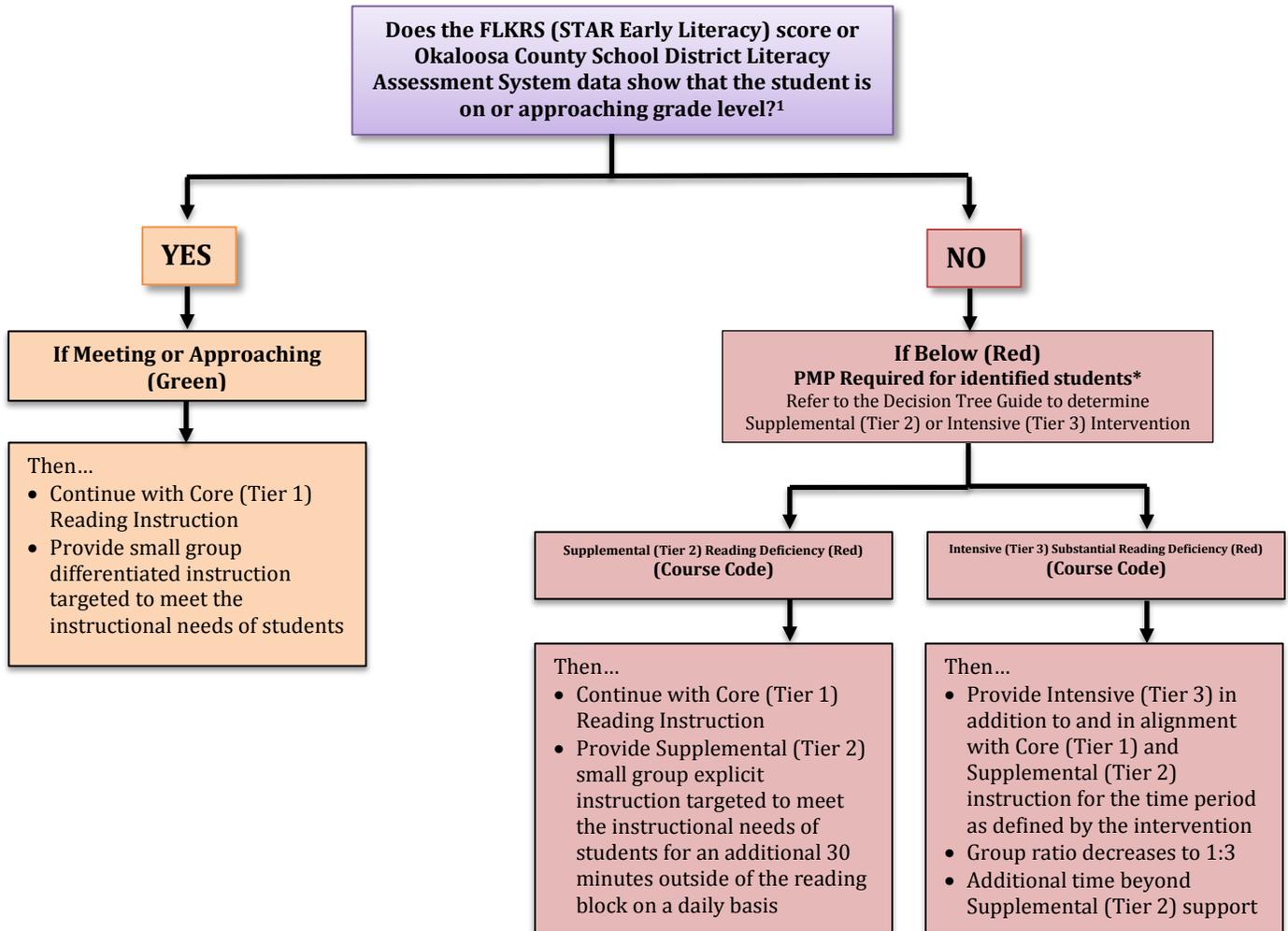
In this section districts will describe how they identify students with substantial reading deficiencies and provide them with required interventions. Districts will create three Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring, 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;

## 2019-2020 Kindergarten Intervention Decision Tree



<sup>1</sup> If the student is Meeting or Approaching in one assessment and falls in the Reading Deficiency or Substantial Reading Deficiency with the other assessment(s), based on the Decision Tree Guide, the teacher should consider other data to determine whether the student receives Supplemental (Tier 2) or Intensive (Tier 3) interventions.

Prior to beginning the intervention process with ELLs, you must first determine if the reading deficiency is due to the lack of English language proficiency, or a true reading deficiency.

Approved reading intervention must be provided for students with disabilities. If the student is performing below grade level, direct ESE services do not replace core instruction and the need for intervention within the classroom, or by the general education teacher.

\*Per PPP guidelines, PMPs are required

- For any student of concern at any point in the school year, regardless of Kindergarten Report Card Grade or MAP assessment scores
- Retained students
- For students with an F on 1<sup>st</sup> Quarter Kindergarten Report Card. The parent will receive written notification of deficiency

<b>Kindergarten Decision Tree Guide</b>				
<b>Monitoring Period</b>	<b>Meeting GREEN Core (Tier 1)</b>	<b>Approaching GREEN Core (Tier 1)</b>	<b>Reading Deficiency RED Supplemental (Tier 2)</b>	<b>Substantial Reading Deficiency RED Intensive (Tier 3)</b>
<b>Beginning of the Year</b>	<b>FLKRS:</b> 40%+ (Scale Score: 499+)	<b>FLKRS:</b> 25%-39% (Scale Score: 455-498)	<b>FLKRS:</b> 10%-24% (Scale Score 405-454)	<b>FLKRS:</b> Below 10% (Scale Score: 0-404)
<b>Fall</b>	<b>MAP:</b> 53 <sup>rd</sup> -99 <sup>th</sup> percentile (Levels 3-5)	<b>MAP:</b> 22 <sup>nd</sup> -52 <sup>nd</sup> percentile (Level 2)	<b>MAP:</b> 11 <sup>th</sup> -21 <sup>st</sup> percentile (Upper Level 1)	<b>MAP:</b> 1 <sup>st</sup> -10 <sup>th</sup> percentile (Lower Level 1)
<b>Winter</b>	<b>MAP:</b> 54 <sup>th</sup> -99 <sup>th</sup> percentile (Levels 3-5)	<b>MAP:</b> 24 <sup>th</sup> -53 <sup>rd</sup> percentile (Level 2)	<b>MAP:</b> 12 <sup>th</sup> -23 <sup>st</sup> percentile (Upper Level 1)	<b>MAP:</b> 1 <sup>st</sup> -11 <sup>th</sup> percentile (Lower Level 1)
<b>Spring</b>	<b>MAP:</b> 53 <sup>rd</sup> -99 <sup>th</sup> percentile (Levels 3-5)	<b>MAP:</b> 26 <sup>th</sup> -52 <sup>nd</sup> percentile (Level 2)	<b>MAP:</b> 13 <sup>th</sup> -25 <sup>th</sup> percentile (Upper Level 1)	<b>MAP:</b> 1 <sup>st</sup> -12 <sup>th</sup> percentile (Lower Level 1)
<b>Core Programs, Materials, and Strategies</b>	<p>Balanced Literacy Model -Whole Group instructional support through HMH Journeys, district-created Curriculum Guides</p> <p>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics, and fluency)</p> <p>-Use Learning Progressions, MAP Class Breakdown by Goal Report and Learning Continuum to determine focus for Small Group differentiated instruction</p>	<p>Balanced Literacy Model -Whole Group instructional support through HMH Journeys, district-created Curriculum Guides</p> <p>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics, and fluency)</p> <p>-Use Learning Progressions, MAP Class Breakdown by Goal Report and Learning Continuum to determine focus for Small Group differentiated instruction</p>	<p>Balanced Literacy Model -Whole Group instructional support through HMH Journeys, district-created Curriculum Guides</p> <p>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics, and fluency)</p> <p>-Identified students will receive multi-sensory instruction using MaxScholar</p> <p>-Use Learning Progressions, MAP Class Breakdown by Goal Report and Learning Continuum to determine focus for Small Group differentiated instruction</p> <p>-Identified students should receive small group instruction at least three days a week</p>	<p>Balanced Literacy Model -Whole Group instructional support through HMH Journeys, district-created Curriculum Guides</p> <p>-Small Group (Ratio 1:3) differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics, and fluency)</p> <p>-Identified students will receive multi-sensory Intervention using MaxScholar with a small group ratio 1:3</p> <p>-Additional time beyond Supplemental (Tier 2) support</p> <p>-Use MAP Student Profile to determine areas of strengths and weaknesses to target intervention</p>

			outside of the 90-minute reading block	
<b>Intervention Suggestions</b>			-Florida Center for Reading Research (FCRR) -Tyner Literacy Links -Other evidence/research-based interventions	-Florida Center for Reading Research (FCRR) -Tyner Literacy Links -Other evidence/research-based interventions

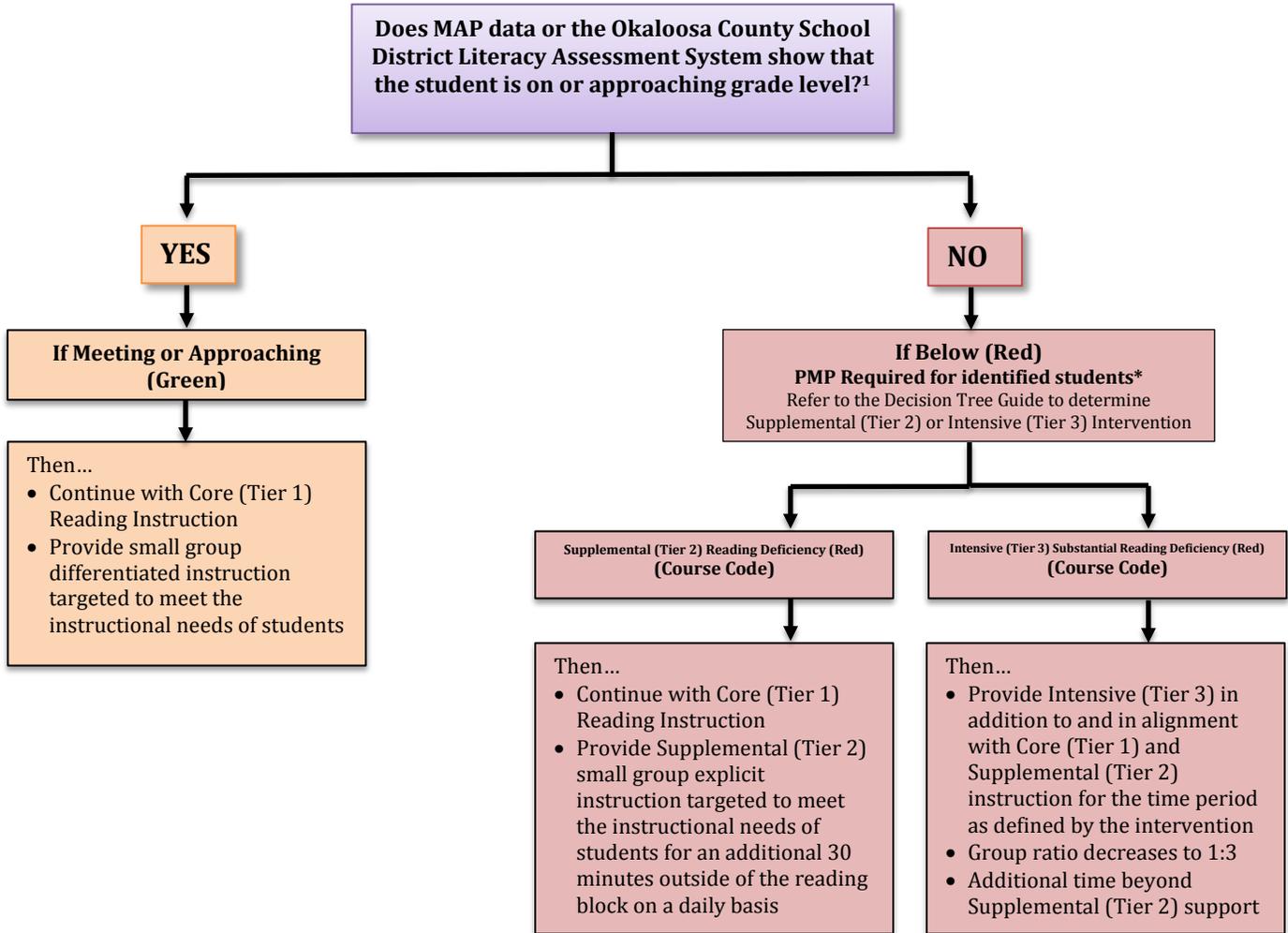
**Determining Student Targets for Intervention**

-Teachers should begin intervention as soon as a deficiency is suspected. Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.

-In addition to FLKRS and MAP, additional assessments such as DRA, running records, and fluency checks can be used to determine areas of focus and support.

-Intensive (Tier 3) instruction **MUST** include intensive, explicit, systematic, and multi-sensory reading interventions for Kindergarten students. This will be accomplished using the MaxScholar Program.

## 2019-2020 First-Third Grade Intervention Decision Tree



<sup>1</sup> If the student is Meeting or Approaching in one assessment and falls in the Reading Deficiency or Substantial Reading Deficiency with the other assessment(s), based on the Decision Tree Guide, the teacher should consider other data to determine whether the student receives Supplemental (Tier 2) or Intensive (Tier 3) interventions.

Prior to beginning the intervention process with ELLs, you must first determine if the reading deficiency is due to the lack of English language proficiency, or a true reading deficiency.

Approved reading intervention must be provided for students with disabilities. If the student is performing below grade level, direct ESE services do not replace core instruction and the need for intervention within the classroom, or by the general education teacher.

\*Per PPP guidelines, PMPs are required

- For any student of concern at any point in the school year, regardless of grades or MAP assessment scores
- Retained students
- For students with a Level 1 on MAP and an ELA grade of D/F. The parent will receive written notification of deficiency

Grade 1 Decision Tree Guide				
Monitoring Period	Meeting GREEN Core (Tier 1)	Approaching GREEN Core (Tier 1)	Reading Deficiency RED Supplemental (Tier 2)	Substantial Reading Deficiency RED Intensive (Tier 3)
<b>Beginning of the Year</b>	<b>K Spring MAP:</b> 53 <sup>rd</sup> -99 <sup>th</sup> percentile (Levels 3-5)	<b>K Spring MAP:</b> 26 <sup>th</sup> -52 <sup>nd</sup> percentile (Level 2)	<b>K Spring MAP:</b> 13 <sup>th</sup> -25 <sup>th</sup> percentile (Upper Level 1)	<b>K Spring MAP:</b> 1 <sup>st</sup> -12 <sup>th</sup> percentile (Lower Level 1)
<b>Fall</b>	<b>MAP:</b> 53 <sup>rd</sup> -99 <sup>th</sup> percentile (Levels 3-5)	<b>MAP:</b> 22 <sup>nd</sup> -52 <sup>nd</sup> percentile (Level 2)	<b>MAP:</b> 11 <sup>th</sup> -21 <sup>st</sup> percentile (Upper Level 1)	<b>MAP:</b> 1 <sup>st</sup> -10 <sup>th</sup> percentile (Lower Level 1)
<b>Winter</b>	<b>MAP:</b> 54 <sup>th</sup> -99 <sup>th</sup> percentile (Levels 3-5)	<b>MAP:</b> 24 <sup>th</sup> -53 <sup>rd</sup> percentile (Level 2)	<b>MAP:</b> 12 <sup>th</sup> -23 <sup>st</sup> percentile (Upper Level 1)	<b>MAP:</b> 1 <sup>st</sup> -11 <sup>th</sup> percentile (Lower Level 1)
<b>Spring</b>	<b>MAP:</b> 53 <sup>rd</sup> -99 <sup>th</sup> percentile (Levels 3-5)	<b>MAP:</b> 26 <sup>th</sup> -52 <sup>nd</sup> percentile (Level 2)	<b>MAP:</b> 13 <sup>th</sup> -25 <sup>th</sup> percentile (Upper Level 1)	<b>MAP:</b> 1 <sup>st</sup> -12 <sup>th</sup> percentile (Lower Level 1)
<b>Core Programs, Materials, and Strategies</b>	<p>Balanced Literacy Model -Whole Group instructional support through HMH Journeys, district-created Curriculum Guides</p> <p>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics, comprehension, and fluency)</p> <p>-Use Learning Progressions, MAP Class Breakdown by Goal Report and Learning Continuum to determine focus for Small Group differentiated instruction</p>	<p>Balanced Literacy Model -Whole Group instructional support through HMH Journeys, district-created Curriculum Guides</p> <p>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics, comprehension, and fluency)</p> <p>-Use Learning Progressions, MAP Class Breakdown by Goal Report and Learning Continuum to determine focus for Small Group differentiated instruction</p>	<p>Balanced Literacy Model -Whole Group instructional support through HMH Journeys, district-created Curriculum Guides</p> <p>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics, comprehension, and fluency)</p> <p>-Identified students will receive multi-sensory instruction using MaxScholar</p> <p>-Use Learning Progressions, MAP Class Breakdown by Goal Report and Learning Continuum to determine focus for Small Group differentiated instruction</p> <p>-Identified students should receive small group instruction at least three days a week</p>	<p>Balanced Literacy Model -Whole Group instructional support through HMH Journeys, district-created Curriculum Guides</p> <p>-Small Group (Ratio 1:3) differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics, comprehension, and fluency)</p> <p>-Identified students will receive multi-sensory Intervention using MaxScholar with a small group ratio 1:3</p> <p>-Additional time beyond Supplemental (Tier 2) support</p> <p>-Use MAP Student Profile to determine areas of strengths and weaknesses to target intervention</p>

			outside of the 90-minute reading block	
<b>Intervention Suggestions</b>			-Florida Center for Reading Research (FCRR) -Tyner Literacy Links -Other evidence/research-based interventions	-Florida Center for Reading Research (FCRR) -Tyner Literacy Links -Other evidence/research-based interventions

### **Determining Student Targets for Intervention**

-Teachers should begin intervention as soon as a deficiency is suspected. Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.

-In addition to MAP, additional assessments such as DRA, running records, and fluency checks can be used to determine areas of focus and support.

-Intensive (Tier 3) instruction **MUST** include intensive, explicit, systematic, and multi-sensory reading interventions for students in first grade. This will be accomplished using the MaxScholar Program.

Grade 2 Decision Tree Guide				
Monitoring Period	Meeting GREEN Core (Tier 1)	Approaching GREEN Core (Tier 1)	Reading Deficiency RED Supplemental (Tier 2)	Substantial Reading Deficiency RED Intensive (Tier 3)
<b>Beginning of the Year</b>	<b>1<sup>st</sup> Grade Spring MAP:</b> 53 <sup>rd</sup> -99 <sup>th</sup> percentile (Levels 3-5)	<b>1<sup>st</sup> Grade Spring MAP:</b> 26 <sup>th</sup> -52 <sup>nd</sup> percentile (Level 2)	<b>1<sup>st</sup> Grade Spring MAP:</b> 13 <sup>th</sup> -25 <sup>th</sup> percentile (Upper Level 1)	<b>1<sup>st</sup> Grade Spring MAP:</b> 1 <sup>st</sup> -12 <sup>th</sup> percentile (Lower Level 1)
<b>Fall</b>	<b>MAP:</b> 53 <sup>rd</sup> -99 <sup>th</sup> percentile (Levels 3-5)	<b>MAP:</b> 22 <sup>nd</sup> -52 <sup>nd</sup> percentile (Level 2)	<b>MAP:</b> 11 <sup>th</sup> -21 <sup>st</sup> percentile (Upper Level 1)	<b>MAP:</b> 1 <sup>st</sup> -10 <sup>th</sup> percentile (Lower Level 1)
<b>Winter</b>	<b>MAP:</b> 54 <sup>th</sup> -99 <sup>th</sup> percentile (Levels 3-5)	<b>MAP:</b> 24 <sup>th</sup> -53 <sup>rd</sup> percentile (Level 2)	<b>MAP:</b> 12 <sup>th</sup> -23 <sup>st</sup> percentile (Upper Level 1)	<b>MAP:</b> 1 <sup>st</sup> -11 <sup>th</sup> percentile (Lower Level 1)
<b>Spring</b>	<b>MAP:</b> 53 <sup>rd</sup> -99 <sup>th</sup> percentile (Levels 3-5)	<b>MAP:</b> 26 <sup>th</sup> -52 <sup>nd</sup> percentile (Level 2)	<b>MAP:</b> 13 <sup>th</sup> -25 <sup>th</sup> percentile (Upper Level 1)	<b>MAP:</b> 1 <sup>st</sup> -12 <sup>th</sup> percentile (Lower Level 1)
<b>Core Programs, Materials, and Strategies</b>	<p>Balanced Literacy Model -Whole Group instructional support through HMH Journeys, district-created Curriculum Guides</p> <p>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics, comprehension, and fluency)</p> <p>-Use Learning Progressions, MAP Class Breakdown by Goal Report and Learning Continuum to determine focus for Small Group differentiated instruction</p> <p>-iReady</p>	<p>Balanced Literacy Model -Whole Group instructional support through HMH Journeys, district-created Curriculum Guides</p> <p>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics, comprehension, and fluency)</p> <p>-Use Learning Progressions, MAP Class Breakdown by Goal Report and Learning Continuum to determine focus for Small Group differentiated instruction</p> <p>-iReady</p>	<p>Balanced Literacy Model -Whole Group instructional support through HMH Journeys, district-created Curriculum Guides</p> <p>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics, comprehension, and fluency)</p> <p>-Identified students will receive multi-sensory instruction using MaxScholar</p> <p>-Use Learning Progressions, MAP Class Breakdown by Goal Report and Learning Continuum to determine focus for Small Group differentiated instruction</p> <p>-Use the iReady Student Profile Report to determine areas of</p>	<p>Balanced Literacy Model -Whole Group instructional support through HMH Journeys, district-created Curriculum Guides</p> <p>-Small Group (Ratio 1:3) differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics, comprehension, and fluency)</p> <p>-Identified students will receive multi-sensory Intervention using MaxScholar with a small group ratio 1:3</p> <p>-Additional time beyond Supplemental (Tier 2) support</p> <p>-Use MAP Student Profile to determine areas of strengths and weaknesses to target intervention</p>

			strengths and weaknesses to target intervention -Identified students should receive small group instruction at least three days a week outside of the 90-minute reading block	-Use the iReady Student Profile Report to determine areas of strengths and weaknesses to target intervention
<b>Intervention Suggestions</b>			-Florida Center for Reading Research (FCRR)  -Other evidence/research-based interventions	-Florida Center for Reading Research (FCRR)  -Other evidence/research-based interventions

**Determining Student Targets for Intervention**

-Teachers should begin intervention as soon as a deficiency is suspected. Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.

-In addition to MAP, additional assessments such as iReady, DRA, running records, and fluency checks can be used to determine areas of focus and support.

-Intensive (Tier 3) instruction **MUST** include intensive, explicit, systematic, and multi-sensory reading interventions for students in second grade. This will be accomplished using the MaxScholar Program.

Grade 3 Decision Tree Guide				
Monitoring Period	Meeting GREEN Core (Tier 1)	Approaching GREEN Core (Tier 1)	Reading Deficiency RED Supplemental (Tier 2)	Substantial Reading Deficiency RED Intensive (Tier 3)
<b>Beginning of the Year</b>	<b>2<sup>nd</sup> Grade Spring MAP:</b> 53 <sup>rd</sup> -99 <sup>th</sup> percentile (Levels 3-5)	<b>2<sup>nd</sup> Grade Spring MAP:</b> 26 <sup>th</sup> -52 <sup>nd</sup> percentile (Level 2)	<b>2<sup>nd</sup> Grade Spring MAP:</b> 13 <sup>th</sup> -25 <sup>th</sup> percentile (Upper Level 1)	<b>2<sup>nd</sup> Grade Spring MAP:</b> 1 <sup>st</sup> -12 <sup>th</sup> percentile (Lower Level 1)
<b>Fall</b>	<b>MAP:</b> 54 <sup>th</sup> -99 <sup>th</sup> percentile (Levels 3-5)	<b>MAP:</b> 23 <sup>rd</sup> -52 <sup>nd</sup> percentile (Level 2)	<b>MAP:</b> 11 <sup>th</sup> -22 <sup>nd</sup> percentile (Upper Level 1)	<b>MAP:</b> 1 <sup>st</sup> -10 <sup>th</sup> percentile (Lower Level 1)
<b>Winter</b>	<b>MAP:</b> 53 <sup>rd</sup> -99 <sup>th</sup> percentile (Levels 3-5)	<b>MAP:</b> 24 <sup>th</sup> -52 <sup>nd</sup> percentile (Level 2)	<b>MAP:</b> 12 <sup>th</sup> -23 <sup>st</sup> percentile (Upper Level 1)	<b>MAP:</b> 1 <sup>st</sup> -11 <sup>th</sup> percentile (Lower Level 1)
<b>Spring</b>	<b>MAP:</b> 53 <sup>rd</sup> -99 <sup>th</sup> percentile (Levels 3-5)	<b>MAP:</b> 26 <sup>th</sup> -52 <sup>nd</sup> percentile (Level 2)	<b>MAP:</b> 13 <sup>th</sup> -25 <sup>th</sup> percentile (Upper Level 1)	<b>MAP:</b> 1 <sup>st</sup> -12 <sup>th</sup> percentile (Lower Level 1)
<b>Core Programs, Materials, and Strategies</b>	<p>Balanced Literacy Model -Whole Group instructional support through HMH Journeys, district-created Curriculum Guides</p> <p>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics, comprehension, and fluency)</p> <p>-Use Achievement Level Descriptors, MAP Class Breakdown by Goal Report and Learning Continuum to determine focus for Small Group differentiated instruction</p>	<p>Balanced Literacy Model -Whole Group instructional support through HMH Journeys, district-created Curriculum Guides</p> <p>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics, comprehension, and fluency)</p> <p>-Use Achievement Level Descriptors, MAP Class Breakdown by Goal Report and Learning Continuum to determine focus for Small Group differentiated instruction</p>	<p>Balanced Literacy Model -Whole Group instructional support through HMH Journeys, district-created Curriculum Guides</p> <p>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics, comprehension, and fluency)</p> <p>-Identified students will receive multi-sensory instruction using MaxScholar</p> <p>-Use Achievement Level Descriptors, MAP Class Breakdown by Goal Report and Learning Continuum to determine focus for Small Group differentiated instruction</p> <p>-Identified students should receive small group instruction</p>	<p>Balanced Literacy Model -Whole Group instructional support through HMH Journeys, district-created Curriculum Guides</p> <p>-Small Group (Ratio 1:3) differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics, comprehension, and fluency)</p> <p>-Identified students will receive multi-sensory Intervention using MaxScholar with a small group ratio 1:3</p> <p>-Additional time beyond Supplemental (Tier 2) support</p> <p>-Use MAP Student Profile to determine areas of strengths and weaknesses to target intervention</p>

			at least three days a week outside of the 90-minute reading block	
<b>Intervention Suggestions</b>			-Florida Center for Reading Research (FCRR) -MAP Skills -Other evidence/research-based interventions	-Florida Center for Reading Research (FCRR) -MAP Skills -Other evidence/research-based interventions

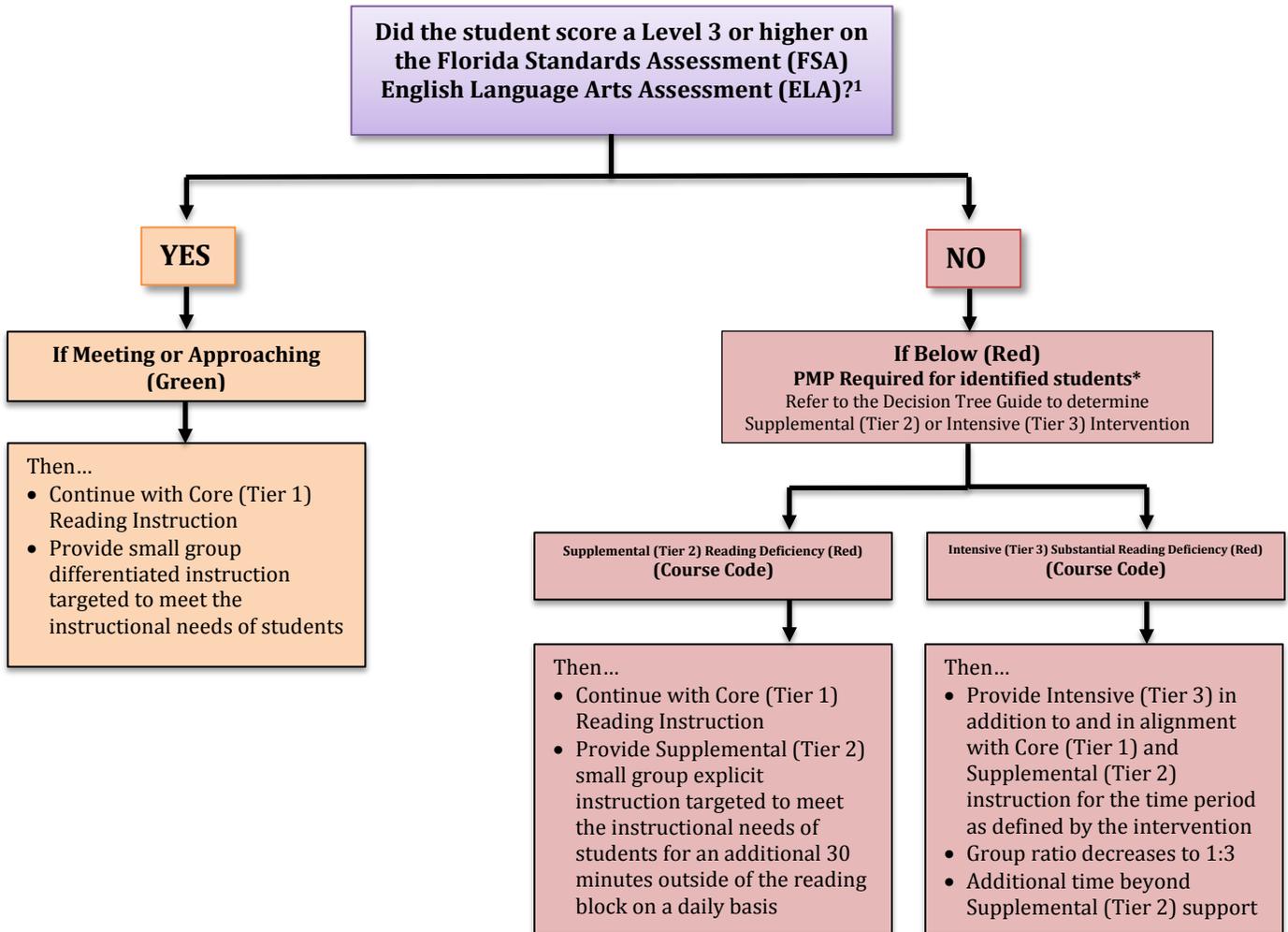
### **Determining Student Targets for Intervention**

-Teachers should begin intervention as soon as a deficiency is suspected. Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.

-In addition to MAP, additional assessments such as DRA, running records, and fluency checks can be used to determine areas of focus and support.

-Intensive (Tier 3) instruction **MUST** include intensive, explicit, systematic, and multi-sensory reading interventions for students in third grade. This will be accomplished using the MaxScholar Program.

## 2019-2020 Fourth and Fifth Grade Intervention Decision Tree



<sup>1</sup> If the student is Meeting or Approaching in one assessment and falls in the Reading Deficiency or Substantial Reading Deficiency with the other assessment(s), based on the Decision Tree Guide, the teacher should consider other data to determine whether the student receives Supplemental (Tier 2) or Intensive (Tier 3) interventions.

Prior to beginning the intervention process with ELLs, you must first determine if the reading deficiency is due to the lack of English language proficiency, or a true reading deficiency.

Approved reading intervention must be provided for students with disabilities. If the student is performing below grade level, direct ESE services do not replace core instruction and the need for intervention within the classroom, or by the general education teacher.

\*Per PPP guidelines, PMPs are required

- For any student of concern at any point in the school year, regardless of grades or MAP assessment scores
- Retained students
- For students with a Level 1 or 2 on FSA and an ELA grade of D/F. The parent will receive written notification of deficiency

Grade 4 Decision Tree Guide				
Monitoring Period	Meeting GREEN Core (Tier 1)	Approaching GREEN Core (Tier 1)	Reading Deficiency RED Supplemental (Tier 2)	Substantial Reading Deficiency RED Intensive (Tier 3)
<b>Beginning of the Year</b>	<b>3<sup>rd</sup> Grade Spring MAP:</b> 53 <sup>rd</sup> -99 <sup>th</sup> percentile (Levels 3-5)	<b>3<sup>rd</sup> Grade Spring MAP:</b> 26 <sup>th</sup> -52 <sup>nd</sup> percentile (Level 2)	<b>3<sup>rd</sup> Grade Spring MAP:</b> 13 <sup>th</sup> -25 <sup>th</sup> percentile (Upper Level 1)	<b>3<sup>rd</sup> Grade Spring MAP:</b> 1 <sup>st</sup> -12 <sup>th</sup> percentile (Lower Level 1)
<b>Fall</b>	<b>MAP:</b> 59 <sup>th</sup> -99 <sup>th</sup> percentile (Levels 3-5)	<b>MAP:</b> 32 <sup>nd</sup> - 58 <sup>th</sup> percentile (Level 2)	<b>MAP:</b> 21 <sup>st</sup> -31 <sup>st</sup> percentile (Upper Level 1)	<b>MAP:</b> 1 <sup>st</sup> -20 <sup>th</sup> percentile (Lower Level 1)
<b>Winter</b>	<b>MAP:</b> 58 <sup>th</sup> -99 <sup>th</sup> percentile (Levels 3-5)	<b>MAP:</b> 32 <sup>nd</sup> -57 <sup>th</sup> percentile (Level 2)	<b>MAP:</b> 21 <sup>st</sup> -31 <sup>st</sup> percentile (Upper Level 1)	<b>MAP:</b> 1 <sup>st</sup> -20 <sup>th</sup> percentile (Lower Level 1)
<b>Spring</b>	<b>MAP:</b> 57 <sup>th</sup> -99 <sup>th</sup> percentile (Levels 3-5)	<b>MAP:</b> 34 <sup>th</sup> -56 <sup>th</sup> percentile (Level 2)	<b>MAP:</b> 14 <sup>th</sup> -33 <sup>rd</sup> percentile (Upper Level 1)	<b>MAP:</b> 1 <sup>st</sup> -13 <sup>th</sup> percentile (Lower Level 1)
<b>Core Programs, Materials, and Strategies</b>	<p>Balanced Literacy Model -Whole Group instructional support through HMH Journeys, district-created Curriculum Guides</p> <p>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics, comprehension, and fluency)</p> <p>-Use Achievement Level Descriptors, MAP Class Breakdown by Goal Report and Learning Continuum to determine focus for Small Group differentiated instruction</p>	<p>Balanced Literacy Model -Whole Group instructional support through HMH Journeys, district-created Curriculum Guides</p> <p>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics, comprehension, and fluency)</p> <p>-Use Achievement Level Descriptors, MAP Class Breakdown by Goal Report and Learning Continuum to determine focus for Small Group differentiated instruction</p>	<p>Balanced Literacy Model -Whole Group instructional support through HMH Journeys, district-created Curriculum Guides</p> <p>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics, comprehension, and fluency)</p> <p>-Use Achievement Level Descriptors, MAP Class Breakdown by Goal Report and Learning Continuum to determine focus for Small Group differentiated instruction</p> <p>-Identified students at Title I schools will receive iReady</p> <p>-Identified students should receive small group instruction at least three days a week</p>	<p>Balanced Literacy Model -Whole Group instructional support through HMH Journeys, district-created Curriculum Guides</p> <p>-Small Group (Ratio 1:3) differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics, comprehension, and fluency)</p> <p>-Additional time beyond Supplemental (Tier 2) support</p> <p>-Use MAP Student Profile to determine areas of strengths and weaknesses to target intervention</p>

			outside of the 90-minute reading block	
<b>Intervention Suggestions</b>			-Florida Center for Reading Research (FCRR) -MAP Skills -Other evidence/research-based interventions	-Florida Center for Reading Research (FCRR) -MAP Skills -Other evidence/research-based interventions

**Determining Student Targets for Intervention**

-Teachers should begin intervention as soon as a deficiency is suspected. Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.

-In addition to MAP, additional assessments such as DRA, running records, and fluency checks can be used to determine areas of focus and support.

Grade 5 Decision Tree Guide				
Monitoring Period	Meeting GREEN Core (Tier 1)	Approaching GREEN Core (Tier 1)	Reading Deficiency RED Supplemental (Tier 2)	Substantial Reading Deficiency RED Intensive (Tier 3)
<b>Beginning of the Year</b>	<b>4<sup>th</sup> Grade Spring MAP:</b> 57 <sup>th</sup> -99 <sup>th</sup> percentile (Levels 3-5)	<b>4<sup>th</sup> Grade Spring MAP:</b> 34 <sup>th</sup> -56 <sup>th</sup> percentile (Level 2)	<b>4<sup>th</sup> Grade Spring MAP:</b> 14 <sup>th</sup> -33 <sup>rd</sup> percentile (Upper Level 1)	<b>4<sup>th</sup> Grade Spring MAP:</b> 1 <sup>st</sup> -13 <sup>th</sup> percentile (Lower Level 1)
<b>Fall</b>	<b>MAP:</b> 58 <sup>th</sup> -99 <sup>th</sup> percentile (Levels 3-5)	<b>MAP:</b> 30 <sup>th</sup> -57 <sup>th</sup> percentile (Level 2)	<b>MAP:</b> 13 <sup>th</sup> -29 <sup>th</sup> percentile (Upper Level 1)	<b>MAP:</b> 1 <sup>st</sup> -12 <sup>th</sup> percentile (Lower Level 1)
<b>Winter</b>	<b>MAP:</b> 58 <sup>th</sup> -99 <sup>th</sup> percentile (Levels 3-5)	<b>MAP:</b> 31 <sup>st</sup> -57 <sup>th</sup> percentile (Level 2)	<b>MAP:</b> 12 <sup>th</sup> -30 <sup>th</sup> percentile (Upper Level 1)	<b>MAP:</b> 1 <sup>st</sup> -11 <sup>th</sup> percentile (Lower Level 1)
<b>Spring</b>	<b>MAP:</b> 58 <sup>th</sup> -99 <sup>th</sup> percentile (Levels 3-5)	<b>MAP:</b> 32 <sup>nd</sup> -57 <sup>th</sup> percentile (Level 2)	<b>MAP:</b> 12 <sup>th</sup> -31 <sup>st</sup> percentile (Upper Level 1)	<b>MAP:</b> 1 <sup>st</sup> -11 <sup>th</sup> percentile (Lower Level 1)
<b>Core Programs, Materials, and Strategies</b>	<p>Balanced Literacy Model -Whole Group instructional support through HMH Journeys, district-created Curriculum Guides</p> <p>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics, comprehension, and fluency)</p> <p>-Use Achievement Level Descriptors, MAP Class Breakdown by Goal Report and Learning Continuum to determine focus for Small Group differentiated instruction</p>	<p>Balanced Literacy Model -Whole Group instructional support through HMH Journeys, district-created Curriculum Guides</p> <p>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics, comprehension, and fluency)</p> <p>-Use Achievement Level Descriptors, MAP Class Breakdown by Goal Report and Learning Continuum to determine focus for Small Group differentiated instruction</p>	<p>Balanced Literacy Model -Whole Group instructional support through HMH Journeys, district-created Curriculum Guides</p> <p>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics, comprehension, and fluency)</p> <p>-Use Achievement Level Descriptors, MAP Class Breakdown by Goal Report and Learning Continuum to determine focus for Small Group differentiated instruction</p> <p>-Identified students at Title I schools will receive iReady</p> <p>-Identified students should receive small group instruction at least three days a week</p>	<p>Balanced Literacy Model -Whole Group instructional support through HMH Journeys, district-created Curriculum Guides</p> <p>-Small Group (Ratio 1:3) differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics, comprehension, and fluency)</p> <p>-Additional time beyond Supplemental (Tier 2) support</p> <p>-Use MAP Student Profile to determine areas of strengths and weaknesses to target intervention</p>

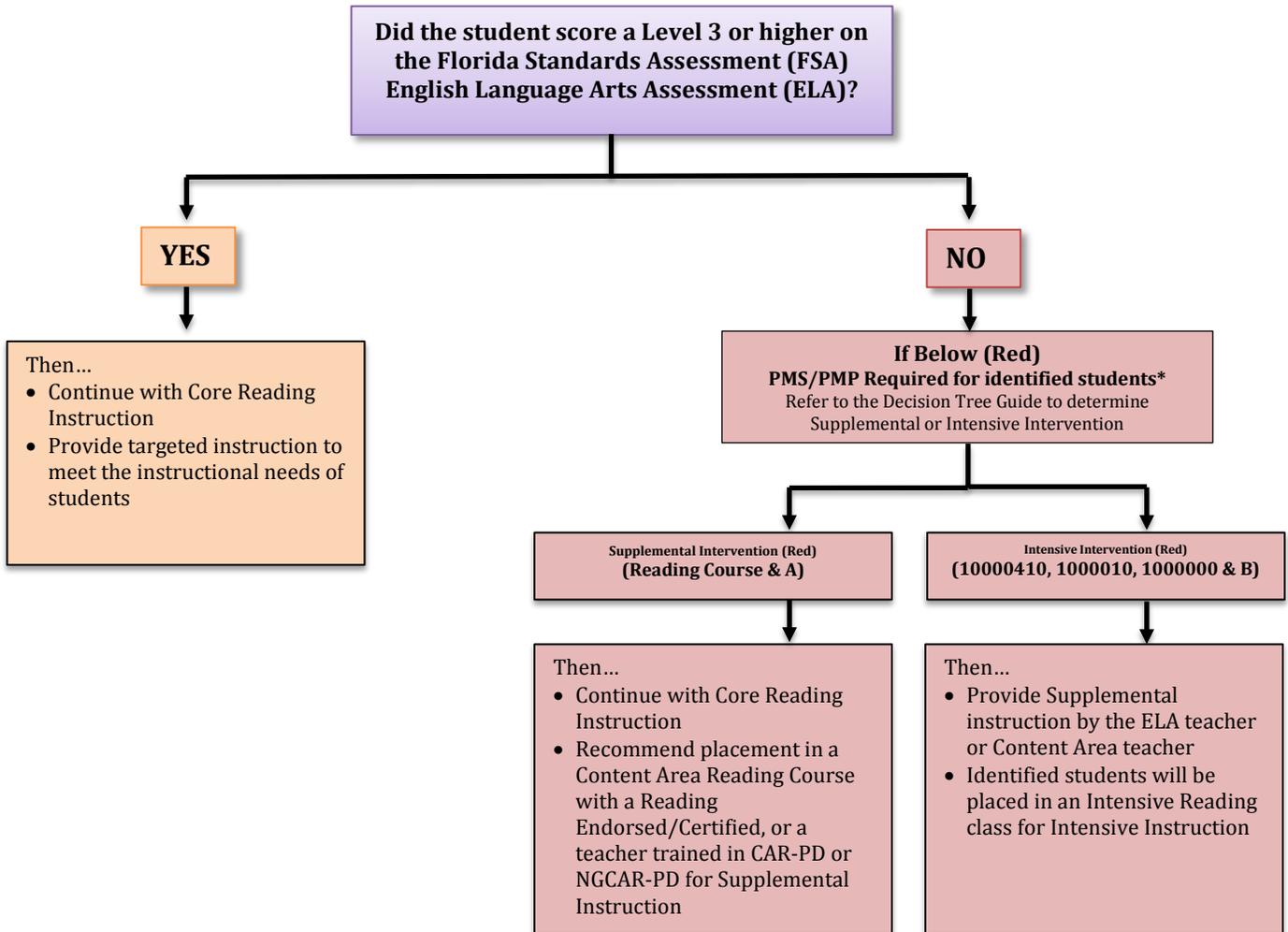
			outside of the 90-minute reading block	
<b>Intervention Suggestions</b>			-Florida Center for Reading Research (FCRR) -MAP Skills -Other evidence/research-based interventions	-Florida Center for Reading Research (FCRR) -MAP Skills -Other evidence/research-based interventions

**Determining Student Targets for Intervention**

-Teachers should begin intervention as soon as a deficiency is suspected. Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.

-In addition to MAP, additional assessments such as DRA, running records, and fluency checks can be used to determine areas of focus and support.

## 2019-2020 Secondary Intervention Decision Tree



Refer to the Decision Tree Guide for course placement for tiered interventions

\*Per PPP guidelines, PMSs are required

- For any student of concern at any point in the school year, regardless of grades or FSA scores
- For students with a Level 2 on FSA ELA
- The parent will receive written notification of deficiency

\*Per PPP guidelines, PMPs are required

- For any student of concern at any point in the school year, regardless of grades or FSA scores
- For students with a Level 1 on FSA ELA
- The parent will receive written notification of deficiency

### Secondary Decision Tree Guide

Monitoring Period	Core Instruction GREEN	Supplemental Intervention RED	Intensive Intervention RED
<b>Beginning of the Year</b>	<b>Prior year's FSA ELA score:</b> Level 3, 4, or 5	<b>Prior year's FSA ELA score:</b> Upper Level 2 Grade 6: 318-325 Grade 7: 326-332 Grade 8: 330-336 Grade 9: 336-342 Grade 10: 342-349	<b>Prior year's FSA ELA score:</b> Lower Level 2 & Level 1 Grade 6: 309-317 Grade 7: 318-325 Grade 8: 322-329 Grade 9: 328-335 Grade 10: 334-341
<b>Fall</b>	<b>*MAP By Grade Level:</b> Grade 6: 52 <sup>nd</sup> -99 <sup>th</sup> percentile Grade 7: 58 <sup>th</sup> -99 <sup>th</sup> percentile Grade 8: 51 <sup>st</sup> -99 <sup>th</sup> percentile	<b>*MAP By Grade Level:</b> Grade 6: 23 <sup>rd</sup> -51 <sup>st</sup> percentile Grade 7: 28 <sup>th</sup> -57 <sup>th</sup> percentile Grade 8: 23 <sup>rd</sup> -50 <sup>th</sup> percentile	<b>*MAP By Grade Level:</b> Grade 6: 1 <sup>st</sup> -22 <sup>nd</sup> percentile Grade 7: 1 <sup>st</sup> -27 <sup>th</sup> percentile Grade 8: 1 <sup>st</sup> -22 <sup>nd</sup> percentile
<b>Winter</b>	<b>*MAP By Grade Level:</b> Grade 6: 54 <sup>th</sup> -99 <sup>th</sup> percentile Grade 7: 57 <sup>th</sup> -99 <sup>th</sup> percentile Grade 8: 52 <sup>nd</sup> -99 <sup>th</sup> percentile	<b>*MAP By Grade Level:</b> Grade 6: 24 <sup>th</sup> -53 <sup>rd</sup> percentile Grade 7: 29 <sup>th</sup> -56 <sup>th</sup> percentile Grade 8: 25 <sup>th</sup> -51 <sup>st</sup> percentile	<b>*MAP By Grade Level:</b> Grade 6: 1 <sup>st</sup> -23 <sup>rd</sup> percentile Grade 7: 1 <sup>st</sup> -28 <sup>th</sup> percentile Grade 8: 1 <sup>st</sup> -24 <sup>th</sup> percentile
<b>Spring</b>	<b>*MAP By Grade Level:</b> Grade 6: 53 <sup>rd</sup> -99 <sup>th</sup> percentile Grade 7: 57 <sup>th</sup> -99 <sup>th</sup> percentile Grade 8: 52 <sup>nd</sup> -99 <sup>th</sup> percentile	<b>*MAP By Grade Level:</b> Grade 6: 25 <sup>th</sup> -52 <sup>nd</sup> percentile Grade 7: 31 <sup>st</sup> -56 <sup>th</sup> percentile Grade 8: 26 <sup>th</sup> -51 <sup>st</sup> percentile	<b>*MAP By Grade Level:</b> Grade 6: 1 <sup>st</sup> -24 <sup>th</sup> percentile Grade 7: 1 <sup>st</sup> -30 <sup>th</sup> percentile Grade 8: 1 <sup>st</sup> -25 <sup>th</sup> percentile
<b>Core Programs, Materials, and Strategies</b>	<p>-Students will be placed in an appropriate level ELA class which is determined individually at guidance meetings.</p> <p>-Whole Group instructional support through HMH Collections, district-created Curriculum Guides</p> <p>-When applicable, use Achievement Level Descriptors, MAP Class Breakdown by Goal Report, and Learning Continuum to determine focus for Small Group differentiated instruction</p>	<p>-Whole Group instructional support through HMH Collections, district-created Curriculum Guides</p> <p>-Students scoring an Upper Level 2 on FSA ELA are recommended for placement in a Content Area Reading Course with a Reading Endorsed/Certified teacher or a teacher trained in CAR-PD or NGCAR-PD</p> <p>-When applicable, use Achievement Level Descriptors, MAP Class Breakdown by Goal Report, and Learning Continuum to determine focus for Small Group differentiated instruction</p>	<p>-Whole Group instructional support through HMH Collections, district-created Curriculum Guides</p> <p>-Students scoring a Level 1 on FSA ELA will be placed in an Intensive Reading/Intensive ELA class using Achieve 3000 and a Five-Star Literacy Routine within the Balanced Literacy Model</p> <p>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics, comprehension, and fluency)</p>

			<p>-Students scoring Lower Level 2 on FSA ELA are highly recommended for placement in an Intensive Reading/Intensive ELA class using Achieve 3000</p> <p>-Supplemental (Tier 2) intervention will be provided by the ELA or Content Area teacher</p> <p>-When applicable, use Achievement Level Descriptors, MAP Class Breakdown by Goal Report, and Learning Continuum to determine focus for Small Group differentiated instruction</p>
<b>Intervention Suggestions</b>		<p>-MAP Skills (Grades 6-8)</p> <p>-DBQ Project Materials</p> <p>-Ready Reading</p> <p>-E-readingworksheets.com</p> <p>-Voyager Sopris West</p> <p>-Cengage Learning in the USA</p> <p>-Other evidence/research-based interventions</p>	<p>-MAP Skills (Grades 6-8)</p> <p>-DBQ Project Materials</p> <p>-Ready Reading</p> <p>-E-readingworksheets.com</p> <p>-Voyager Sopris West</p> <p>-Cengage Learning in the USA</p> <p>-Other evidence/research-based interventions</p>

### Determining Student Targets for Intervention

-Teachers should begin intervention as soon as a deficiency is suspected. Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.

-Multiple data points (e.g., FSA scores, grades, teacher recommendations) are considered for course placement

\*MAP is used as a monitoring tool to differentiate instruction based on student need. While MAP can be used to guide course placement, it is not a requirement.

<b>Identification/Intervention Decision Trees: Chart DT3 High School (9-12)</b> <b>Measure of Academic Progress will be used as a progress monitoring tool for all students in grades 9-10 and for students in grades 11 and 12 who have not passed FSA.</b>			<b>Dates:</b> <b>AP 1—August—September</b> <b>AP 2—January</b> <b>AP 3—April-May</b>
<b>Students scoring at Level 1 on FSA or with a predictor score of Level 1 on MAP</b>	<b>Students scoring at lower level 2 on FSA or with a predictor score of lower level 2 on MAP</b>	<b>Students scoring at upper level 2 on FSA or with a predictor score of upper level 2 on MAP</b>	<b>Students scoring at level 3 or above on FSA or with a predictor score of 3 or above on MAP</b>
<p>For students scoring at Level 1 on FSA ELA, provide written notice of the reading deficiency to the parent or guardian. In consultation with parent or guardian, write and implement a PMP defining the program of remediation. A system of formative and frequent assessments will be established to monitor student progress and identify when grade level proficiency is met.</p> <p>For students with an IEP, coordinate with the ESE teacher regarding student progress (i.e., IEP review).</p> <p>Students scoring at Level 1 on FSA ELA will be placed in an Intensive Reading Class. Intensive Reading is a universal Tier 2 Intervention and will be coded by course number in the Student Intervention Component.</p>	<p>For students scoring at Level 2 on FSA ELA, provide written notice of the reading deficiency to the parent or guardian.</p> <p>Implement a Progress Monitoring System for students with a level 2 on FSA ELA based on previous data. For students with an IEP, coordinate with the ESE teacher regarding student progress (i.e., IEP review).</p> <p>Parents or guardians will be notified of the academic deficiency, the use of research-based strategies to correct the deficiency, assessment instruments, and a schedule for progress monitoring.</p> <p>Students scoring at lower level 2 are highly recommended for placement in an Intensive Reading Class.</p> <p>Intensive Reading is a universal Tier 2 Intervention and will be coded by course number in the Student Intervention Component.</p>	<p>For students scoring at Level 2 on FSA ELA provide written notice of the reading deficiency to parent or guardian.</p> <p>Implement a Progress Monitoring System for students with a level 2 on FSA ELA based on previous data. For students with an IEP, coordinate with the ESE teacher regarding student progress (i.e., IEP review).</p> <p>Parents or guardians will be notified of the academic deficiency, the use of research-based strategies to correct the deficiency, assessment instruments, and schedule for progress monitoring.</p> <p>Students scoring at upper level 2 are recommended for placement in a Content Area Reading Course with a teacher trained in CAR-PD or NGCAR-PD. Twelfth-grade students may also be placed in an English IV College Readiness Class.</p>	<p>Students scoring at level 3 or above on ELA FSA are placed in the appropriate level of an ELA class which is determined individually at guidance meetings. Grades, FSA scores, and teacher annotations are taken into account to allow for access and equality.</p> <p>Administer MAP to students scoring at Levels 1, 2 or 3 on ELA FSA at least two times a year. Compare results with other diagnostic data (grades in ELA, Lexile growth and previous FSA ELA results).</p> <p>A PMP/PMS should be created for any student of concern at any point in the year as soon as a deficiency is identified, regardless of previous FSA scores.</p>

<p>Tier 3 Intervention will be determined by the MTSS Team and reported as such.</p> <p>Administer MAP to students scoring at level 1, 2, or 3 on FSA ELA at least two times a year for progress monitoring. Compare results with other diagnostic data (grades in ELA and IR classes, previous FSA results and Achieve 3000 Level Set Results).</p> <p>Provide written notice specifying reading deficiency to the parent or guardian after each formative assessment event.</p> <p>Students not responding and making progress will be further diagnosed through our MTSS process. Instruction will be modified to be more explicit and delivered in smaller groups. Students will be served with different materials in subsequent years to accelerate their reading skills as prescribed by the MTSS Team.</p> <p><b>Further Diagnostic Evaluation:</b> Use Achievement Level Descriptors to further assess student progress on each standard.</p> <p>Use MAP Learning Continuum Report to identify specific standards and skills per student for intense</p>	<p>Tier 3 Intervention will be determined by the MTSS Team and reported as such.</p> <p>Administer MAP to students scoring at Levels 1, 2, or 3 on FSA ELA at least two times a year. Compare results with other diagnostic data (grades in ELA and IR classes, previous FSA results, and Achieve 3000 Level Set Results). Provide written notice specifying reading deficiency to the parent or guardian after each formative assessment event.</p> <p>Students not responding and making progress will be further diagnosed through our MTSS process and instruction will be modified to be more explicit and delivered in smaller groups. Students will be served with different materials in subsequent years to accelerate their reading skills as prescribed by the MTSS Team.</p> <p><b>Further Diagnostic Evaluation:</b> Use Achievement Level Descriptors to further assess student progress on each standard.</p> <p>Use MAP Learning Continuum Report to identify specific standards and skills per student for intense focus/remediation. The Class</p>	<p>Administer MAP to students scoring at Levels 1, 2, or 3 on FSA ELA at least two times a year. Compare results with other diagnostic data (grades in ELA Lexile growth, and previous FSA ELA results).</p> <p>Provide written notice specifying reading deficiency to the parent after each formative assessment event.</p> <p>Students not responding and making progress will be further diagnosed through our MTSS process and instruction will be modified to be more explicit and in smaller groups. Students will be served with different materials in subsequent years to accelerate their reading skills as prescribed by the MTSS Team.</p> <p><b>Further Diagnostic Evaluation:</b> Use Achievement Level Descriptors to further assess student progress on each standard.</p> <p>Use MAP Learning Continuum Report to identify specific standards and skills per student for intense focus/remediation. The Class Breakdown by Goal Report will allow teachers to group students of similar need. The Skills Navigator will be used to monitor progress for identified students.</p>	<p><b>Instruction:</b> Teachers within those classes will focus on Everyday Inter-textual lessons with Text Dependent Questions of varying DOK levels, leading to a Culminating Task.</p> <p>Teachers will use MAP Learning Continuum Report to identify specific standards and skills per student to differentiate instruction. The Class Breakdown by Goal Report will allow teachers to group students of similar need. ALDs will also be used to determine students' specific achievement level for each standard.</p> <p><b>Programs and Materials:</b> Teachers use HMH Collections along with articles from Achieve 3000, Common Lit, NewsELA, and other websites focusing on complex text.</p>
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<p>focus/remediation. The Class Breakdown by Goal Report will allow teachers to group students of similar need. The Skills Navigator will be used to monitor progress for identified students.</p> <p>Determine need for more intensive interventions</p> <ul style="list-style-type: none"> <li>• additional time</li> <li>• smaller group size</li> <li>• more targeted instruction</li> </ul> <p>Determine progress monitoring steps:</p> <ul style="list-style-type: none"> <li>• How frequently will progress be checked?</li> <li>• Which instrument will be used to check?</li> </ul> <p><b>Instruction:</b> Teachers will implement the Five-Step Literacy Routine within a Balanced Literacy Model.</p> <p>Instruction with both appropriately leveled and grade complex text, including DBQs, will be provided. Teachers will provide differentiated, small group instruction with the Achieve 3000 Strategy Lessons in specific skills, decoding and fluency, along with other supplemental materials. Independent practice will be implemented with station activities.</p>	<p>Breakdown by Goal Report will allow teachers to group students of similar need. The Skills Navigator will be used to monitor progress for identified students.</p> <p>Determine need for more intensive interventions</p> <ul style="list-style-type: none"> <li>• additional time</li> <li>• smaller group size</li> <li>• more targeted instruction</li> </ul> <p>Determine progress monitoring steps:</p> <ul style="list-style-type: none"> <li>• How frequently will progress be checked?</li> <li>• Which instrument will be used to check?</li> </ul> <p><b>Instruction:</b> Teachers will implement the Five-Step Literacy Routine within a Balanced Literacy Model.</p> <p>Instruction with both appropriately leveled and grade complex text, including DBQs, will be provided. Teachers will provide differentiated small group instruction with the Achieve 3000 Strategy Lessons in specific skills, decoding and fluency, along with other supplemental materials. Independent practice will be implemented with station activities.</p>	<p>Determine need for more intensive interventions:</p> <ul style="list-style-type: none"> <li>• additional time</li> <li>• smaller group size</li> <li>• more targeted instruction</li> </ul> <p>Determine progress monitoring steps:</p> <ul style="list-style-type: none"> <li>• How frequently will progress be checked?</li> <li>• Which instrument will be used to check?</li> </ul> <p><b>Instruction:</b> Teachers will utilize HMH Collections along with articles from Websites, such as, Achieve 3000, Common Lit, NewsELA.</p> <p>Teachers teaching Content Area classes also will focus on Inter-textual lessons with Text Dependent Questions of varying DOK levels leading to a Culminating Task.</p> <p>Differentiated instruction will be provided using ALDs and NGCAR-PD word study, vocabulary and comprehension strategies.</p> <p>Teachers teaching English IV: College Readiness will focus on vocabulary and word attack skills, comprehension, and writing through Reading.</p>	
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<p><b>Programs and Materials:</b>  Achieve 3000  Novels  DBQ Project Materials  Websites such as Common Lit and NewsELA  Khan Academy  E-readingworksheets.com  Reading Theory  K-12 Reader</p>	<p><b>Programs and Materials:</b>  Achieve 3000 in Intensive Reading Classes  Novels  DBQ Project Materials  Websites such as Common Lit and NewsELA  Khan Academy  Developing Core Proficiencies (Odell Education)  E-readingworksheets.com  Reading Theory  K-12 Reader</p>	<p>Students not responding and making progress will be further diagnosed through our MTSS process and instruction will be modified to be more explicit and in smaller groups. They will be served with different materials in subsequent years to accelerate their reading skills as prescribed by the MTSS Team.</p> <p><b>Programs and Materials:</b>  Khan Academy  Developing Core Proficiencies (Odell Education)  Teachers will use content area materials, articles from Achieve 3000, Common Lit, NewsELA, and other websites focusing on the content area standards. Social Studies teachers will use materials from the DBQ project.</p> <p>English IV College Readiness:  Pearson Master Reader and Writer.</p>	
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