

Martin 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: Shannon Blount

Contact Email: blounts@martin.k12.fl.us

Contact Telephone: 772-223-3105 Ext. 196

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	59	59	60	61	59	63	65

	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	56	57	57	59	57	61	63

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	36	31	35		
White/Hispanic	28	26	29	24	27	22	19
Economically Disadvantaged/Non-Economically Disadvantaged	30	28	29	25	29	23	20
Students with Disabilities/Students without Disabilities	36	33	37	30	34	27	24
English Language Learners/ Non-English Language Learners	44	41	45	37	41	34	30

* 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.

Whether literacy coaches are working with the teachers to strengthen pedagogy, modeling effective instruction in classrooms, coaching teachers to grow and improve, leading professional development, or even working directly with students, coaches have a positive impact on student achievement. However, we recognize that we may need to be more strategic in placing coaches where they will especially impact students who are not meeting academic goals in reading. Martin County School District has worked to strengthen our coaching pool and has even increased the number of coaches in schools where they are

needed the most, thus the bulk of our allocation goes toward salaries. For the 2019-20 school year, we have examined our data by school and have also created a matrix based on ESSA to help validate the need for additional coaching support in some cases or reduction of support, based on the data.

The professional development that coaches have created and lead build teachers' knowledge of best practices in reading which range from specialized sessions with first grade teachers on teaching phonemic awareness and phonics with a multisensory approach to bolstering secondary teachers' knowledge of reading in their content area. A district-wide inservice day focused on language and literacy and had many coaches leading sessions along with teacher leaders showcasing best practices in literacy, especially when working with bilingual or multilingual students.

Of course the successful supplemental materials and/or interventions yielding positive growth for all students need to be quality, evidence and research-based. Adoptions have been conducted to find the best materials for teaching phonics in an explicit, systematic, and multisensory way. Interventions purchased with the reading plan funds are monitored for implementation of fidelity and student growth. Even though secondary students are no longer required to take an intensive reading course, we still offer classes to students identified as having a reading deficiency as determined by FSA ELA. Funds have gone not only into supplemental materials and intensive interventions but also into training of teachers in the use of System 44 and Read 180 as well as curriculum writing to ensure teachers are implementing curriculum aligned to the standards and stretching our students to be college and career ready. To have highly qualified teachers working with students needing the most support, we provide reading endorsement courses which are free of charge to the teachers; the endorsement competencies are supported through the reading plan allocation. The summer reading camps have expanded to not only offer remediation to third grade students, but the Martin County School District has also offered a first grade camp targeting students deficient in foundational reading skills. This summer we are inviting students from select first grade classrooms who were part of "Oneders", a first grade voluntary initiative in which the district partnered with the Education Foundation of Martin County to offer ongoing professional development to the first grade teachers and additional resources for classrooms. Classes were restructured to increase the time in the literacy block. The data has been tracked throughout the year. We are seeing positive growth in the Oneders classrooms, even better than their peers, and we wish to further their growth at our first grade summer reading camp.

Within the additional hour at our low 300 elementary schools, reading plan funds have supported students in third, fourth, and fifth grade struggling with foundational reading skills through the implementation of the program System 44 as an intervention. One school has been using for a year and the other began implementing this year. Results show gaps have been closing for students deficient in phonemic awareness, phonics, and fluency. At this time, the reading plan allocation does not fund intervention teachers. The allocation does provide a proportional share to its district charter schools, and a new K-6 school is opening in Fall, 2019, which will grow our number to three.

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 Coordinator of Assessment is responsible for collecting progress monitoring data for our district; it is housed within FOCUS, our Student Information System (SIS). The Coordinator of Accountability is responsible for reviewing the data and sharing with school sites and grade level teams of teachers the performance by school/grade; however, we have also been utilizing Power BI, a data dashboard, which displays the data in different visual ways to make analysis easier. The Coordinator of Reading/Language Arts also reviews the data and shares with grade level teachers the lessons learned as well as any instructional strategies that are relevant to assist in improvement of the data from one testing window to the next. We also have a Director and Coordinator for Title I who review progress monitoring data through Imagine Learning for our NES and LEP students. They also guide teachers in the interpretation of results from the Access 2.0 for ELLs and help them plan around what bilingual learners can do and how they can be stretched to the next level.

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.

In grades K-5, teachers administer the Fountas and Pinnell Benchmark Assessments, as needed, but typically 2-3 times per year, to monitor students' behaviors and understandings as readers. Literacy coaches gather the schools' data for K-5 students and share it at their school site in Google Docs. Foundations unit assessments for K-2 will be collected and analyzed in a similar manner. The i-Ready diagnostic, administered three times a year in K-5, is collected at the district level to monitor progress toward student achievement goals. I-Ready data is tracked in Power BI.

In grades 6-8, ELA teachers utilize district-created assessments three times a year. That data is captured and housed within Power BI as well.

In grades 9-10, all ELA teachers use a district-created assessment aligned to grade-level standards utilizing the Item Test Bank Platform which are available in Focus. If a student is enrolled in an intensive reading course using Read 180 or System 44, the Reading Inventory or Phonics Inventory will be given as progress monitoring.

Those 11th and 12th grade students who have yet to meet the graduation requirement through FSA ELA, ACT, or SAT also take district-created progress monitoring tests. Data from these assessments is immediately uploaded into Power BI upon completion of these computer-based assessments.

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

As mentioned in 3B, student progress monitoring data will be collected and reviewed by the district three times a year in grades K-12 (only for 11th/12th graders who have not demonstrated proficiency on FSA ELA).

For K-12 NES and LEP students utilizing Imagine Learning, progress monitoring is ongoing.

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

Those at the district level responsible for ensuring the fidelity of students not progressing toward district goals, yet receiving interventions, are the Coordinator of Reading/Language Arts, the Director of Exceptional Student Education and the Director of Student Services along with the Program Specialists who works closely with the Instructional Problem Solving (IPS) coaches/Literacy Coaches, and the Director of Title 1, Migrant Education, and ELL students.

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 Coordinator of Reading/Language Arts has worked with K-12 ELA teachers to design a scope and sequence for instruction based on the Florida Language Arts Standards. The classroom instruction is built on the focus, embedded and ongoing standards mapped out for each unit, by grade level. Curricular materials aligned to the standards are then assigned to match the units. The Director of Curriculum and Instruction and the Director of Professional Development will work with principals as the Martin County School District utilizes the Marzano Focused Model used for evaluations. Instruction must be aligned to grade-level Florida Standards and principals evaluate those standards-based lessons; results are uploaded into iObservation, an online teacher evaluation and observation reporting tool collected by the district.

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

Lesson plans are collected by school sites. Quarterly “check-ins” are also done by instructional coaches through the Professional Development Department.

Classroom observations are based on a negotiated number of informal and formal visits. At least one formal observation reflective of classroom instruction aligned to standards is recorded in iObservation per teacher, per year. Instructional walks have been occurring district-wide for the past three years. Data has been collected regarding classroom instruction, paying special attention to whether or not it is aligned to grade-level Florida Standards.

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

Evidence of alignment is collected through school site instructional walks on a bi-weekly or monthly cycle, depending upon the school and month. For example, during April/May, the collection was once a month. For January/February, it was collected bi-weekly. Vacation breaks and assessments were also factored into how often evidence was collected. The evidence of alignment is shared at the district level each quarter when schools meet with their district partner/mentor.

- 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 Coordinator of Reading/Language Arts works with the Director and the Coordinator of Professional Development, as well as the Professional Development Administrative Assistant, to ensure the professional development offered aligns with the district master inservice plan before it is even given. Professional development that earns inservice credit is entered in an electronic registrar tool called ERO; it must then be approved by the Professional Development Department. Once approved, it is assigned a registration number by which participants can enroll. After participants have demonstrated their learning of their professional development received, credit is awarded in ERO.

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

\$100,000.00

- 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.

2013001 K-12 Reading Professional Development or **2008001** K-5 English Language Arts

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://drive.google.com/file/d/1QYeXq0gIODy12GJVXaqzHCd12uUYhAR_/view?usp=sharing

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

Two high schools and half a position at a middle school have literacy coaches funded from the Research-Based Reading Instruction Allocation. There are also three elementary district level coaches and one secondary who will work with teachers across the district targeting specific literacy initiatives or populations (i.e. K-2 teachers implementing Foundations, secondary intensive reading teachers). There is also one district elementary position assigned to working with new literacy coaches and coaches at elementary schools whose students are not exhibiting progress toward our district goals.

- 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.**

In the past, Martin County School District had attempted to provide every school with a literacy coach. In some cases, middle and high schools shared literacy coaches. Once resources became available, using a variety of funding sources such as Title 1, Title 2 and Reading FEFP, we were able to provide at least one literacy coach per school as well as an additional coach in our neediest schools. However, we have recently been reviewing student achievement data, have taken into consideration ESSA requirements, as well as the guidance given by the Just Read, Florida Department, and have started to rethink our distribution of support based on need. We had been working to ensure all schools had a coach, and although every school would say they need their full-time coach, it may not be warranted based on their number of students, percentage of their students who are minority or economically disadvantaged, and level one or two on FSA ELA as compared to their percentage of level three, four, and five. Therefore, in 2019-20, we are restructuring our coaches once again and are utilizing a matrix to assess schools' needs. For instance, our Schools of Excellence will not be provided a full-time coach because, although they still have needs, they are not our neediest as evident by their designation.

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

- a. Elementary:4
- b. Middle:1.5
- c. High:2

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

Over the past three years, literacy coaches have been involved in ongoing work to strengthen their coaching. They have participated in professional development on coaching from Just Read, Florida and have all taken a Corwin course with follow-up on Jim Knight's Instructional Coaching models. They have strengthened their craft of coaching; better coaches only help us make better teachers. That being said, on a small scale, effectiveness of literacy coaches can be measured by a teacher's evaluation after a coach has worked with him/her through the coaching cycle, strengthening an area of weakness. Effectiveness can be measured after a coach has provided professional development and a teacher's classroom data improves after implementing what they learned. Student work samples, observations and lesson plans can also be captured. The Chief Academic Officer collects data through an end-of-year survey which is taken by administrators and staff which asks specific questions related to coaches. However, the ultimate effect should be measured by student achievement data, and we have seen success in schools that have had strong coaches working with a specific team of teachers with a targeted focus. For 2019-20, schools who are not meeting goals for closing achievement gaps will need their literacy coaches to focus on working with teachers who work most with those students exhibiting the most need.

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

\$525,000.00

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 at this time.

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.

NA

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.:

Heggerty Phonemic Awareness Curriculum for Primary Grades (grade 1), System 44 (as needed in grades 3-10), Read 180 (grades 6-10), Ready LAFS (grades 6-8), and Teengagement (grades 6-10)

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

\$106,748.00

7. If the intensive, explicit, systematic and multisensory interventions required to be provided to students in grades K-3 were not purchased using the Research-Based Reading Instruction Allocation, please list the funding source.

Foundations for K-2 will be purchased with millage dollars approved by the voters and the School Board of Martin County. Kindergarten teachers will be receiving Heggerty Phonemic Awareness Curriculum which can be used for core or interventions and was purchased by the Education Foundation of Martin County for kindergarten classes. SPIRE and Visualizing/Verbalizing were purchased with ESE funds. Mondo Oral Language was purchased with Title 1. Leveled Literacy Interventions and The Comprehension Toolkit have been purchased by school sites in the past and with various funding sources.

Summer Reading Camps

Please complete the following questions regarding SRC:

- 1. SRC Supervisor Name:** Shannon Blount
- 2. Email Address:**blounts@martin.k12.fl.us
- 3. Phone Number:**772-223-3105 x196

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

J.D. Parker Elementary

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

- a. **Start Date:** June 5, 2019
- b. **Which days of the week is SRC offered:** Monday through Friday
- c. **Number of instructional hours per day in reading:**6
- d. **End Date:** July 3, 2019
- e. **Total number of instructional hours of reading:**126 hours

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, a rubric is used during the interview process to gauge whether teachers are highly effective as determined by their evaluation, have evidence of prior success teaching reading to struggling readers, and, as we grow our pool of elementary teachers who are reading endorsed or certified by 2020, we give preference to those who are already endorsed or certified.

7. What is the anticipated teacher/student ratio?

1:15

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

We are offering a first grade camp to students who exhibited weaknesses in phonics and phonemic awareness. The camp runs the same dates and times as the third grade camp and is housed at the same location. This camp stemmed from an effort to prevent these students from being our third grade campers. Last year, our 2016 first grade cohort were our third graders. Of those who attended the first grade camp, 15 of them attended the summer reading camp for 3rd graders. Three of them earned a concordant score on their ITBS. We continually monitor these students' progress as retainees.

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

For first and second grade students, the Phonological Awareness Skills Test and Phonics screening data as well as i-Ready data from spring to fall are used to measure growth as a result of instruction provided during SRC. Third grade students attending camp were unsuccessful on SAT 10 prior to attending camp. They are given the ITBS at the end of camp. Growth between the two assessments can also be measured, and an end-of-camp standards-based report card is completed by each teacher and sent home to parents.

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	\$44,500.00
District expenditures on reading coaches	\$525,000.00
District expenditures on intervention teachers	0
District expenditures on supplemental materials or interventions	\$106,748.00
District expenditures on professional development	\$100,000.00
District expenditures on summer reading camps	\$100,000.00
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	\$50,000.00
Flexible Categorical Spending	0
Sum of Expenditures	\$926,248.00
Amount of district research-based reading instruction allocation for 2019-2020	\$926,248.00

APPENDIX A

Reading Plan Joint Department Discussion April 11, 2019

Present:

Vicki Jenkins, Director of ESE

Lisa Estevez, Coordinator of ESE

Sydney Thomas, Prevention/Intervention Program Specialist—Elementary

Theresa Stone, Prevention/Intervention Program Specialist—Secondary

Shela Khanal, Director of Title I, ELL, Migrant

Mary Sickler, rep for Management Information Systems

Mary White, Director of K-12 Curriculum and Instruction

Courtney Beard, K-5 ELA Program Specialist

Nicole Rathnaw, Assistant Principal J.D. Parker Elementary

Nicole Bagley, Port Salerno Elementary Teacher

Items for Discussion:

- Alignment of Plans (SP&P, Student Progression, MTSS Manual, ELL with Reading)
- Discussion of MIS to report tiered interventions
- Reading Endorsement/Access Project

Agenda for Identification/Intervention Decision Trees

April 1, 2019

2:30-4:30

- Introductions
- Share requirements for 2019-2020 decision trees
- Small group discussion to determine what's working and what's not (K-2, 3-5, 6-8, 9-12)
- Share out
- Determine next meeting dates

Agenda for Identification/Intervention Decision Trees (Secondary)

April 12, 2019

12:30-4:00

- Review of current course offerings for secondary students in need of intervention
- Discussion of creative scheduling alternatives
- Discussion regarding progress monitoring vs. summative standards-based assessments
- Work on the secondary decision trees

Identification/Intervention Decision Tree Meeting
April 1, 2019

[illegible]

Identification/Intervention Decision Tree Meeting
April 12, 2019

[illegible]

Agenda for Identification/Intervention Decision Trees

April 17 and 18, 2019

2:30-4:30

- Decide if K-2 and 3-5 will stay banded together or separated by grade level
- Review some data to determine level of “substantial reading deficiency” for decision tree
 - How are the current risk levels truly defining students in need of intervention?
 - How do those current risk levels align with FSA ELA scores looking to the past?
 - Groups come to consensus
- Begin completion of the decision trees making sure DT1 (Elementary):
 - “clearly states the conditions used to determine whether the student has a substantial reading deficiency” (This will require notification to the parent.)
 - includes a description of the intensive, systematic and multisensory reading interventions which will be provided to students in Grades K-3
 - includes a description of which students will have a course coded for reading intervention in Focus
 - includes an explanation of how instruction will be modified for students not responding to a specific reading intervention with the initial intensity (time and group size) provided

(Final drafts need to be completed at tomorrow’s meeting.)
- Middle and High will share drafts of their decision trees

Identification/Intervention Decision Tree Meeting

April 17, 2019

Print Name	School/Department	Signature
SHELA KHANAL	TITLE I	Shela Khanaal
Sydney Thomas	Student Services	Sydney Thomas
Joni Boggs	CLE	Joni Boggs
Laura Sites	BCE Lit Coach	Laura Sites
Monica Pool	SMS Lit Coach	M. Pool
Ali Vicat	Interventionist	Ali Vicat
Trisha Elliott	CLE / AP	Trisha Elliott
Jackie Scott	S FHS / lit coach	J. Scott
Connie Webb	Citrus Grove / lit coach	Connie Webb
Courtney Beard	Program Specialist K-5	Courtney Beard
Amy Porter	Literacy Coach	Amy Porter
NICOLE BERNHARD	SCHOOL PSYCHOLOGIST	Nicole Bernhard
Lauren Rabener	PCE AP	Lauren Rabener
Mary White	MCSD - Dir of C+I	Mary K. White
April 18, 2019		
Monica Pool	SMS lit. Coach	M. Pool
Joni Boggs	CLE lit Coach	J. Boggs
Margorata Cole	ESE Program Spec	M. Cole
Connie Webb	CLE lit coach	Connie Webb
Amy Porter	PAWE Lit. Coach	Amy Porter
Sydney Thomas	Student Services	Sydney Thomas
NICOLE BERNHARD	SCHOOL PSYCHOLOGIST	Nicole Bernhard
Courtney Beard	P.S. K-5 ELA	Courtney Beard
Trisha Elliott	CLE / AP	Trisha Elliott
Lauren Rabener	PCE / AP	Lauren Rabener

Agenda for Identification/Intervention Decision Trees

April 23, 2019

10:30-12:00

- At our district literacy coach meeting, review the K-12 Identification/Intervention Decision Tree drafts that the committee has created.
- Take feedback.
- Revise before April 30th submission.

Identification/Intervention Decision Tree Meeting
April 23, 2019

Print Name	School/Department	Signature
Shannon Arczynski	MCHS	[Signature]
Monica Pool	SMS/HOMS	M. Pool
Jacqueline Scott	SFHS	Jackie Scott
Mary Gucciardo	JBHS	Mary Gucciardo
Jennifer Bacchiocchi	WES	J. Bacchiocchi
Nancy Bentz	SWE	Nancy Bentz
Courtney Beard	IC K-5 ELA	C. Beard
Stephanie Kessler	SWE	[Signature]
Amy Porter	FAWE	Amy E. Porter
Andrea Ascianto Huck	PWE	(Andrea Ascianto Huck)
Tara Conley	PCE	Tara Conley
Jan Elliott	HSE	Jan Elliott
Laura Sites	BCE	Laura Sites
Tina Engel	JBH	Tina Engle
Jessica Addonizio	IDP	J. Addonizio
Lesly Gil	JDP	Lesly Gil
Danielle Farrell	P.D.	w. Farrell
Connie Webb	CGE	C. Webb
Aimee Morrell	PSE	A. Morrell
Nicole Bagley	PSE	Nicole Bagley
Melissa Murezia	PSE	m. Murezia
Joni Boggs	CLE	Joni Boggs

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;

Chart DT1—Identification/Intervention Decision Tree

Progress Monitoring Assessments and	Tier/Risk Level	If	Then	Programs/Materials/Strategies
Florida Kindergarten Readiness Screener Assessment Within first 30 days of the school year (Aug-Sept 2019)	Tier 1/ Risk Level 1	Student's overall scale score is 530 or above	Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher-level comprehension utilizing literature and informational texts, vocabulary, oral language and phonics.	Balanced Literacy Framework: Reading Workshop utilizing Reading Units of Study Writing Workshop <i>Foundations</i> <i>Phonemic Awareness: The Skills They Need to Succeed,</i>
	Tier 1/Risk Level 2	Student's overall scale score is between 497 and 529	Verify risk level by triangulating data and determine areas of strength and weakness using assessments such as: MONDO Oral Language Assessment, Concepts About Print, Letter/Sounds, Phonological Awareness Skills Test (PAST), MCSD Phonics Assessment, EasyCBM Benchmark Assessment	Small group differentiated instruction in identified area of need.
			Continue to track and monitor student progress on universal screeners. Intensify or fade based on data.	
Florida Kindergarten Readiness Screener Assessment	Tier 2/ Risk Level 3	Student's overall scale score is between 438 and 496	Verify risk level by triangulating data and determine areas of strength and weakness using assessments such as: MONDO Oral Language Assessment, Concepts About Print, Letter/Sounds, Phonological Awareness Skills Test (PAST), MCSD Phonics Assessment, EasyCBM Benchmark Assessment	With support from an MTSS Problem Solving Team, design Tier 2 Interventions that are systematic, explicit, and interactive as appropriate to build reading readiness outside of CORE instruction . -Oral Language Development & Vocabulary (MONDO Let's Talk About It) -Phonemic Awareness (<i>Foundations, Phonemic Awareness: The Skills They Need to Succeed, Interventions for All</i>) -Print Concepts (Shared Reading, FCRR Activities) -Phonics (<i>Foundations</i>) -Consult with MTSS team to determine if more intensive explicit, systematic, and multisensory interventions are needed.
			Progress monitor and determine response to instruction utilizing problem solving as outlined by MCSD MTSS Manual . Tier 2 is biweekly to monthly. Tier 3 is weekly to biweekly.	

Chart DT1—Identification/Intervention Decision Tree

Florida Kindergarten Readiness Screener Assessment	Tier 2/ Risk Level 3	Student's overall scale score is between 438 and 496	Verify risk level by triangulating data and determine areas of strength and weakness using assessments such as: MONDO Oral Language Assessment, Concepts About Print, Letter/Sounds, Phonological Awareness Skills Test (PAST), MCSD Phonics Assessment, EasyCBM Benchmark Assessment	With support from an MTSS Problem Solving Team, design Tier 2 Interventions that are systematic, explicit, and interactive as appropriate to build reading readiness outside of CORE instruction . -Oral Language Development & Vocabulary (MONDO Let's Talk About It) -Phonemic Awareness (<i>Foundations, Phonemic Awareness: The Skills They Need to Succeed, Interventions for All</i>) -Print Concepts (Shared Reading, FCRR Activities) -Phonics (<i>Foundations</i>) -Consult with MTSS team to determine if more intensive explicit, systematic, and multisensory interventions are needed.
			Progress monitor and determine response to instruction utilizing problem solving as outlined by MCSD MTSS Manual .Tier 2 is biweekly to monthly. Tier 3 is weekly to biweekly.	
Florida Kindergarten Readiness Screener Assessment	Tier 3/ Risk Level 4	Student's overall scale score is between 437 and below	**Notify the parents of the substantial reading deficiency as required in Section 1008.25 Verify risk level by triangulating data and determine areas of strength and weakness using assessments such as: MONDO Oral Language Assessment, Concepts About Print, Letter/Sounds, Phonological Awareness Skills Test (PAST), MCSD Phonics Assessment, EasyCBM Benchmark Assessment	1. Provide Tier 2 intervention outside of 90 minute uninterrupted ELA block. 2. Design and layer in Research/Evidence-based Tier 3 Interventions which are intensive, explicit, systematic, and multisensory as appropriate to build reading readiness outside of CORE instruction, unless the school-based problem solving teams determine needs must be addressed within core instruction first through adjustments and/or modifications . -Oral Language Development & Vocabulary (MONDO Let's Talk About It—MS) -Phonemic Awareness (<i>Foundations, Phonemic Awareness: The Skills They Need to Succeed, Interventions for All, Sound Sensible--MS</i>) -Print Concepts (Shared Reading, FCRR Activities--MS) -Phonics (<i>Foundations, SPIRE--MS</i>) -Consult with MTSS team to determine if more intensive explicit, systematic, and multisensory (MS) interventions are needed.

Chart DT1—Identification/Intervention Decision Tree

	<i>Progress monitor and determine response to instruction utilizing problem solving as outlined by MCSD MTSS Manual . Tier 2 is biweekly to monthly. Tier 3 is weekly to biweekly.</i>
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Chart DT1—Identification/Intervention Decision Tree

<p>*Kindergarten-2nd Grade</p> <p>Administer i-Ready Reading Assessment</p> <p>Assessment Periods: 1: September/October 2019</p> <p>Assessment Period 2: December/January 2019-20</p> <p>Assessment Period 3: May 2020</p>	<p>Tier 1/Risk Level 1</p>	<p>Student scores at or above the 50th percentile</p>	<p>Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher- level comprehension utilizing literature and informational texts, vocabulary, oral language and phonics.</p>	<p>-Balanced Literacy Framework Layer in Enrichment opportunities</p>
			<p><i>Continue to track and monitor student progress on universal screeners. Intensify or fade based on data.</i></p>	
<p>*Kindergarten-2nd Grade</p> <p>Administer i-Ready Reading Assessment</p>	<p>Tier 1/Risk Level 2</p>	<p>Student scores between the 25th and 49th percentile</p>	<p>Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher- level comprehension utilizing literature and informational texts, vocabulary, oral language and phonics.</p> <p>Closely monitor student progress on classroom assessments for any possible intervention needs.</p>	<p>--Balanced Literacy Framework</p> <p>--Small group differentiated instruction in guided reading/strategy groups that focus on students' specific needs in the reading process or comprehension strategies.</p> <p>--Small group differentiated instruction that focuses on specific tools for instruction from i-Ready and lessons from <i>Ready LAFS</i>.</p>
			<p><i>Continue to track and monitor student progress on universal screeners. Intensify or fade based on data.</i></p>	

Chart DT1—Identification/Intervention Decision Tree

<p>*Kindergarten-2nd Grade Administer i-Ready Reading Assessment</p>	<p>Tier 2/ Risk Level 3</p>	<p>Student scores between the 12th and 24th percentile</p>	<p>Verify risk level by triangulating data and determine areas of strength and weakness using assessments such as: ACCESS for ELLS 2.0, MONDO Oral Language Assessment, Concepts About Print, Letter/Sounds, Phonological Awareness Skills Test (PAST), MCSD Phonics Assessment, Fountas & Pinnell Benchmark Assessment, EasyCBM Benchmark Assessment, Fountas and Pinnell High Frequency Words Assessment, Foundations Unit Assessments</p>	<p>--Balanced Literacy Framework --Small group differentiated instruction in guided reading/strategy groups that focus on students' specific needs in the reading process or comprehension strategies. --Small group differentiated instruction that focuses on specific tools for instruction from i-Ready and lessons from <i>Ready LAFS</i>. --With support from a MTSS Problem Solving Team, design Research/Evidence- based Tier 2 Interventions that are systematic, explicit, and interactive as appropriate to build reading readiness/proficiency outside of CORE instruction. -Oral Language Development & Vocabulary (MONDO Let's Talk About It) -Phonemic Awareness (<i>Foundations, Phonemic Awareness: The Skills They Need to Succeed, Interventions for All, Words Their Way</i>) -Print Concepts (Shared Reading, FCRR Activities) -Phonics (<i>Foundations, FCRR Activities, Words Their Way</i>) -Vocabulary (FCRR Activities, <i>Words Their Way</i>) -Comprehension (LLI, Comprehension Toolkit, Guided Reading and Strategy Lessons) --Intervention group size should include no more than 8 students.</p>
			<p>Progress monitor and determine response to instruction utilizing problem solving as outlined by MCSD MTSS Manual . Tier 2 is biweekly to monthly. Tier 3 is weekly to biweekly.</p>	

Chart DT1—Identification/Intervention Decision Tree

<p>*Kindergarten-2nd Grade Administer i-Ready Reading Assessment</p>	<p>Tier 3/ Risk Level 4</p>	<p>Student scores at or below the 11th percentile</p>	<p>**<u>Notify the parents of the substantial reading deficiency as required in Section 1008.25</u> Verify risk level by triangulating data and determine areas of strength and weakness using assessments such as: ACCESS for ELLS 2.0, MONDO Oral Language Assessment, Concepts About Print, Phonological Awareness Skills Test (PAST), MCSD Phonics Assessment, Fountas & Pinnell Benchmark Assessment, EasyCBM Benchmark Assessment, Fountas and Pinnell High Frequency Words Assessment, Foundations Unit Assessments</p>	<p>--Balanced Literacy Framework</p> <p>-Small group differentiated instruction in guided reading/strategy groups that focus on students' specific needs in the reading process or comprehension strategies.</p> <p>-Small group differentiated instruction that focuses on specific tools for instruction from i-Ready and lessons from <i>Ready LAFS</i>.</p> <p>-Provide Tier 2 intervention outside the 90 minute uninterrupted ELA block.</p> <p>-Design and layer in Research/Evidence- based Tier 3 interventions which are intensive, explicit, systematic, and multisensory (MS) to build reading readiness and proficiency <u>outside of CORE instruction.</u></p> <p>-Oral Language Development & Vocabulary (MONDO Let's Talk About It)</p> <p>-Phonemic Awareness (<i>Foundations, Phonemic Awareness: The Skills They Need to Succeed, Interventions for All, Words Their Way</i>)</p> <p>-Print Concepts (Shared Reading, FCRR Activities)</p> <p>-Phonics (<i>Foundations, FCRR Activities, Words Their Way</i>)</p> <p>-Vocabulary (FCRR Activities, <i>Words Their Way</i>)</p> <p>-Comprehension (LLI, Comprehension Toolkit, Guided Reading and Strategy Lessons)</p> <p>--Intervention group size should include no more than 3 students.</p> <p>--Researched/Evidenced-based Intervention strategies, programs and materials include, but are not limited to,</p> <ul style="list-style-type: none"> ● LLI (Leveled Literacy Instruction) (MS) ● <i>Sound Sensible or SPIRE (MS)</i> ● <i>Foundations (MS)</i> ● FCRR lessons ● Comprehension Toolkit ● Visualizing and Verbalizing (MS)
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Chart DT1—Identification/Intervention Decision Tree

			Progress monitor and determine response to instruction utilizing problem solving as outlined by MCSD MTSS Manual . Tier 2 is biweekly to monthly. Tier 3 is weekly to biweekly.	
<p>*Grade 3 i-Ready Reading Assessment</p> <p>Assessment Periods: 1: September/October 2019</p> <p>Assessment Period 2: December/January 2019-20</p> <p>Assessment Period 3: May 2020</p>	Tier 1/Risk Level 1	Student scores at or above the 50th percentile	Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher- level comprehension utilizing literature and informational texts, vocabulary, oral language and phonics/word study.	<p>-Balanced Literacy Framework</p> <p>-Layer in opportunities for enrichment.</p>
			Continue to track and monitor student progress on universal screeners. Intensify or fade based on data.	
<p>*Grade 3 i-Ready Reading Assessment</p>	Tier 1/Risk Level 2	Student scores between the 25 th and 49 th percentile	Continue with an enhanced instruction that follows a developmental reading continuum including instruction with higher- level comprehension utilizing literature and informational texts, vocabulary, oral language and phonics/word study. Closely monitor student progress on classroom assessments for any possible intervention needs.	<p>--Balanced Literacy Framework</p> <p>--Small group differentiated instruction in guided reading that focuses on students' specific needs in the reading process or comprehension strategies.</p> <p>--Small group differentiated instruction that focuses on specific tools for instruction from i-Ready and lessons from <i>Ready LAFS</i>.</p>
			Continue to track and monitor student progress on universal screeners. Intensify or fade based on data.	

Chart DT1—Identification/Intervention Decision Tree

*Grade 3 i-Ready Reading Assessment	Tier 2/ Risk Level 3	Student scores between the 12 th and 24 th percentile	Verify risk level by triangulating data and determine areas of strength and weakness using assessments such as: ACCESS for ELLS 2.0, MONDO Oral Language Assessment, Phonological Awareness Skills Test (PAST), MCSD Phonics Assessment, Fountas & Pinnell Benchmark Assessment, EasyCBM Benchmark Assessment, Fountas and Pinnell High Frequency Words Assessment	<p>--Balanced Literacy Framework</p> <p>--Small group differentiated instruction in guided reading that focuses on students' specific needs in the reading process or comprehension strategies.</p> <p>--Small group differentiated instruction that focuses on specific tools for instruction from i-Ready and lessons from <i>Ready LAFS</i>.</p> <p>--With support from a MTSS Problem Solving Team, design Research/Evidence- based Tier 2 Interventions that are systematic, explicit, and interactive as appropriate to build reading readiness/proficiency <u>outside of CORE</u> instruction.</p> <ul style="list-style-type: none"> -Oral Language Development -Phonemic Awareness -Phonics -Vocabulary -Comprehension <p>--Intervention group size should include no more than 8 students.</p>
			<p><i>Progress monitor and determine response to instruction utilizing problem solving as outlined by MCSD MTSS Manual .Tier 2 is biweekly to monthly. Tier 3 is weekly to biweekly.</i></p>	

Chart DT1—Identification/Intervention Decision Tree

<p>*Grade 3 i-Ready Reading Assessment</p>	<p>Tier 3/ Risk Level 4</p>	<p>Student scores at or below the 11th percentile</p>	<p>**<u>Notify the parents of the substantial reading deficiency as required in Section 1008.25</u> Verify risk level by triangulating data and determine areas of strength and weakness using assessments such as: ACCESS for ELLS 2.0, MONDO Oral Language Assessment, Concepts About Print, Phonological Awareness Skills Test (PAST), MCSD Phonics Assessment, Fountas & Pinnell Benchmark Assessment, EasyCBM Benchmark Assessment, Fountas and Pinnell High Frequency Words Assessment</p>	<p>-Balanced Literacy Framework --Small group differentiated instruction in guided reading that focuses on students' specific needs in the reading process or comprehension strategies. --Small group differentiated instruction that focuses on specific tools for instruction from i-Ready and lessons from <i>Ready LAFS</i>. -Provide Tier 2 intervention outside of the 90 minute uninterrupted ELA block. --Design and layer in Research/Evidence- based Tier 3 interventions that are intensive, multi-sensory (MS), systematic, explicit, and interactive as appropriate to build reading readiness and proficiency outside of CORE instruction. -Oral Language Development -Phonemic Awareness -Print Concepts -Phonics -Vocabulary -Comprehension --Intervention group size should include no more than 3 students. --Researched/Evidenced-based Intervention strategies, programs and materials include, but are not limited to,</p> <ul style="list-style-type: none"> ● LLI (Leveled Literacy Instruction) (MS) ● <i>SPIRE</i> (MS) ● <i>Foundations</i> (MS) ● FCRR lessons (MS) ● Comprehension Toolkit ● Visualizing and Verbalizing (MS)
			<p><i>Progress monitor and determine response to instruction utilizing problem solving as outlined by MCSD MTSS Manual . Tier 2 is biweekly to monthly. Tier 3 is weekly to biweekly.</i></p>	

Chart DT1—Identification/Intervention Decision Tree

<p><u>Third Grade Retained Students</u> FSA</p>		<p>Student is a repeating 3rd grader and it is:</p> <p>Their first retention</p>	<p>-Provide an alternate curriculum</p> <p>-Determine area(s) of need</p>	<p>-Provide evidence-based, explicit, systematic and multisensory (MS)reading instruction to address need. -Provide small group instruction, more frequent progress monitoring, tutoring or mentoring as needed. Phonemic Awareness: <i>The Skills They Need to Succeed-Primary Edition</i>, Collaborative Classroom Phonics—<i>Foundations (MS)</i>, , Collaborative Classroom, F&P phonics lessons Vocabulary--Comprehension Toolkit, LLI (MS), Collaborative Classroom Comprehension-- Comprehension Toolkit, LLI (MS), Collaborative Classroom Fluency--<i>Foundations</i> fluency, Reading Pro</p> <p>-Provide evidence-based, explicit, systematic and multisensory reading instruction to address need. -Provide small group instruction, more frequent progress monitoring, tutoring or mentoring as needed.</p> <p>Phonemic Awareness: <i>The Skills They Need to Succeed-Primary Edition</i>, Collaborative Classroom Phonics—<i>Foundations (MS)</i>, Collaborative Classroom, F&P phonics lessons Vocabulary--Comprehension Toolkit, LLI (MS), Collaborative Classroom Comprehension-- Comprehension Toolkit, LLI (MS), Collaborative Classroom Fluency--<i>Foundations</i> fluency, Reading Pro</p>
		<p>Their second retention (previous retention in K, 1, or, 2)</p>	<p>-Provide an alternative curriculum that includes an intensive reading acceleration course with uninterrupted reading instruction for majority of student day</p>	

Chart DT1—Identification/Intervention Decision Tree

<p>*Grade 4-5 i-Ready Reading Assessment</p> <p>Assessment Periods: 1: September/October 2019</p> <p>Assessment Period 2: December/January 2019-20</p> <p>Assessment Period 3: May 2020</p>	<p>Tier 1/Risk Level 1</p>	<p>Student scores at or above the 50th percentile</p> <p>In addition, 4th or 5th grade student's FSA ELA score is in Level 3 range or above...</p>	<p>Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher- level comprehension utilizing literature and informational texts, vocabulary, oral language and phonics/word study.</p>	<p>-Balanced Literacy Framework -Layer in opportunities for enrichment</p>
			<p><i>Continue to track and monitor student progress on universal screeners. Intensify or fade based on data.</i></p>	
<p>*Grade 4/5 i-Ready Reading Assessment</p>	<p>Tier 1/Risk Level 2</p>	<p>Student scores between the 25th and 49th percentile</p> <p>In addition, 4th or 5th grade student's FSA ELA score is in Level 3 range or above...</p>	<p>Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher- level comprehension utilizing literature and informational texts, vocabulary, oral language and phonics/word study. Closely monitor student progress on classroom assessments for any possible intervention needs.</p>	<p>--Balanced Literacy Framework --Small group differentiated instruction in guided reading that focuses on students' specific needs in the reading process or comprehension strategies.</p> <p>--Small group differentiated instruction that focuses on specific tools for instruction from i-Ready and lessons from <i>Ready LAFS</i>.</p>
			<p><i>Continue to track and monitor student progress on universal screeners. Intensify or fade based on data.</i></p>	

Chart DT1—Identification/Intervention Decision Tree

<p>*Grade 4/5 i-Ready Reading Assessment</p>	<p>Tier 2/ Risk Level 3</p>	<p>Student scores between the 12th and 24th percentile</p> <p>In addition, 4th or 5th grade student's FSA ELA score is at Level 2 range or above...</p>	<p>Verify risk level by triangulating data and determine areas of strength and weakness using assessments such as: ACCESS for ELLS 2.0, MONDO Oral Language Assessment, Phonological Awareness Skills Test (PAST), MCSD Phonics Assessment, Fountas & Pinnell Benchmark Assessment, EasyCBM Benchmark Assessment, Fountas and Pinnell High Frequency Words Assessment</p>	<p>--Balanced Literacy Framework</p> <p>--Small group differentiated instruction in guided reading that focuses on students' specific needs in the reading process or comprehension strategies.</p> <p>--Small group differentiated instruction that focuses on specific tools for instruction from i-Ready and lessons from <i>Ready LAFS</i>.</p> <p>--With support from a MTSS Problem Solving Team, design Research/Evidence- based Tier 2 Interventions that are systematic, explicit, and interactive as appropriate to build reading readiness/proficiency outside of CORE instruction.</p> <ul style="list-style-type: none"> -Oral Language Development -Phonemic Awareness -Phonics -Vocabulary -Comprehension <p>--Intervention group size should include no more than 8 students.</p>
			<p><i>Progress monitor and determine response to instruction utilizing problem solving as outlined by MCSD MTSS Manual. Tier 2 is biweekly to monthly. Tier 3 is weekly to biweekly.</i></p>	

Chart DT1—Identification/Intervention Decision Tree

<p>*Grade 4/5 i-Ready Reading Assessment</p>	<p>Tier 3/ Risk Level 4</p>	<p>Student scores at or below the 11th percentile</p> <p>In addition, 4th or 5th grade student's FSA ELA score at Level 1</p>	<p>**<u>Notify the parents of the substantial reading deficiency as required in Section 1008.25</u> Verify risk level by triangulating data and determine areas of strength and weakness using assessments such as: ACCESS for ELLS 2.0, MONDO Oral Language Assessment, Concepts About Print, Phonological Awareness Skills Test (PAST), MCSD Phonics Assessment, Fountas & Pinnell Benchmark Assessment, EasyCBM Benchmark Assessment, Fountas and Pinnell High Frequency Words Assessment</p>	<p>-Balanced Literacy Framework</p> <p>--Small group differentiated instruction in guided reading that focuses on students' specific needs in the reading process or comprehension strategies.</p> <p>--Small group differentiated instruction that focuses on specific tools for instruction from i-Ready and lessons from <i>Ready LAFS</i>.</p> <p>-Provide Tier 2 intervention outside of the 90 minute uninterrupted ELA block</p> <p>--Design and layer in a Research/Evidence- based Tier 3 Interventions that are intensive, multi- sensory, systematic, explicit, and interactive as appropriate to build reading readiness/proficiency <u>outside of</u> CORE instruction.</p> <p>-Oral Language Development</p> <p>-Phonemic Awareness</p> <p>-Print Concepts</p> <p>-Phonics</p> <p>-Vocabulary</p> <p>-Comprehension</p> <p>--Intervention group size should include no more than 3 students.</p> <p>--Researched/Evidenced-based Intervention strategies, programs and materials include, but are not limited to,</p> <ul style="list-style-type: none"> ● LLI (Leveled Literacy Instruction) SPIRE ● Foundations ● FCRR lessons ● Comprehension Toolkit ● Visualizing and Verbalizing
			<p><i>Progress monitor and determine response to instruction utilizing problem solving as outlined by MCSD MTSS Manual. Tier 2 is biweekly to monthly. Tier 3 is weekly to biweekly.</i></p>	

Chart DT1—Identification/Intervention Decision Tree

***Although the i-Ready Reading Assessment is the universal screener used to identify a student as potentially having a substantial reading deficiency, Fountas and Pinnell Benchmark Assessments and other district/classroom data will also be taken into consideration.**

****Parents will also be given strategies, including multisensory strategies, through a read-at-home plan to help his/her child succeed in reading.**

Additional Notes:

- Students will receive a minimum of 90 minutes of reading instruction per day.
- Activities in the components of reading and intervention materials such as those through *Foundations*, *Leveled Literacy Interventions* and *The Comprehension Toolkit* will be used to address specific areas of weakness.
- Interventions will be in addition to the 90 minute Instructional Reading Block. **K-3 interventions must be explicit, systematic and multisensory.**
- Fidelity of implementation will be monitored as part of the District's commitment to the Reading Plan and the Multi-Tiered System of Supports.
- Group sizes will be formed based on instructional activities and intensity of need.
- If students are not responding to a specific reading intervention, the MTSS team will determine if the intervention was done with fidelity and ample time has been given to show improvement. With those things in place and no response, additional one-on-one interventions will be implemented based on need.

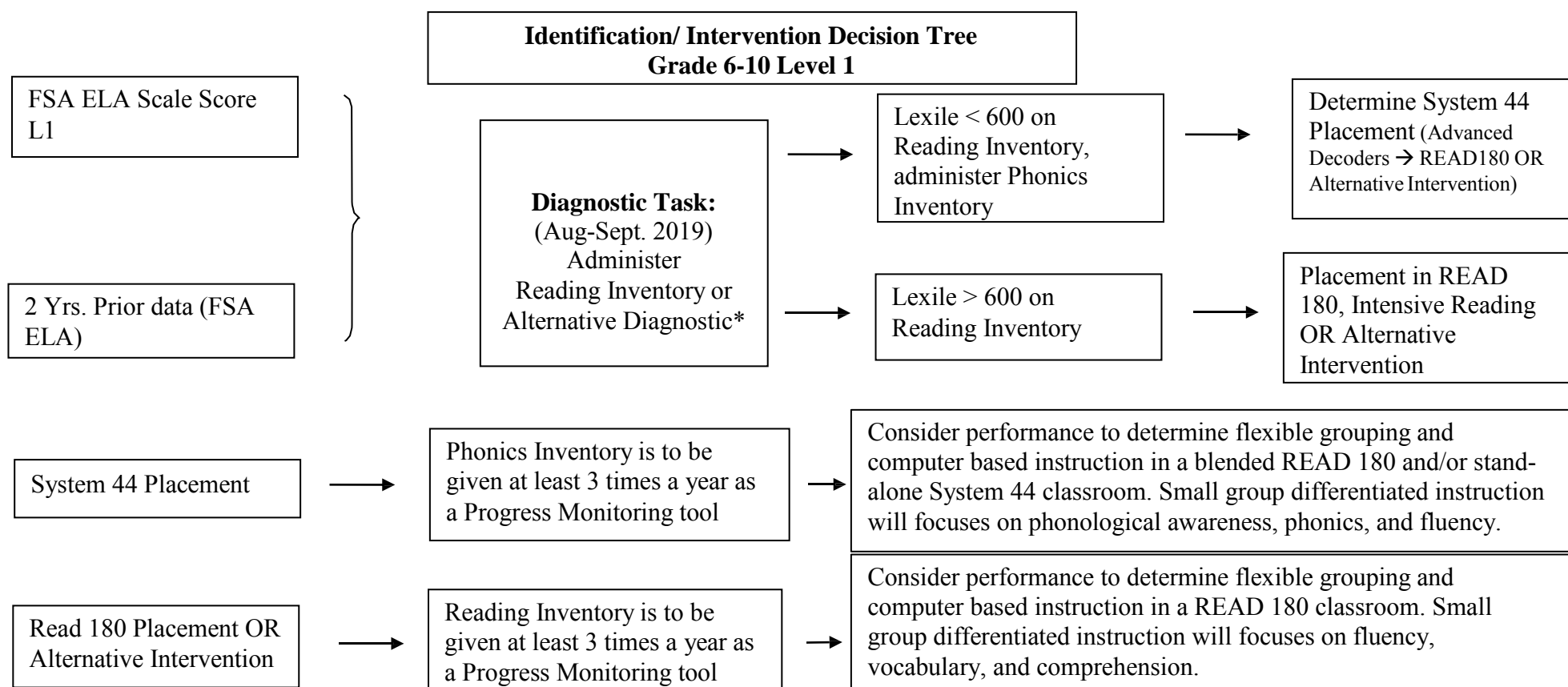
Identification/ Intervention Decision Tree

All Grades 6-10 students will receive a minimum of 60 minutes of ELA instruction per day. The core instruction will utilize Houghton Mifflin Harcourt's *Collections*. All students will take a common quarterly assessment (CQA) based on Language Arts Florida Standards taught according to our district-wide frameworks. For students receiving intervention in an ELA, Content Area, or Elective, the CQA will be used for progress monitoring.

All students scoring a L1 or L2 will have a course designated for reading intervention.

Interventions will be implemented based on FSA ELA, progress monitoring data, and classroom formative assessments. Interventions will be in addition to the ELA instructional block except in instances where the data indicates a student can be supported in a differentiated approach.

The following charts outline differentiation for students based on need. Interventions vary by school, and fidelity of implementation will be monitored as part of the Multi-Tiered System of Supports (MTSS). Group sizes will be formed based on instructional activities and intensity of need.

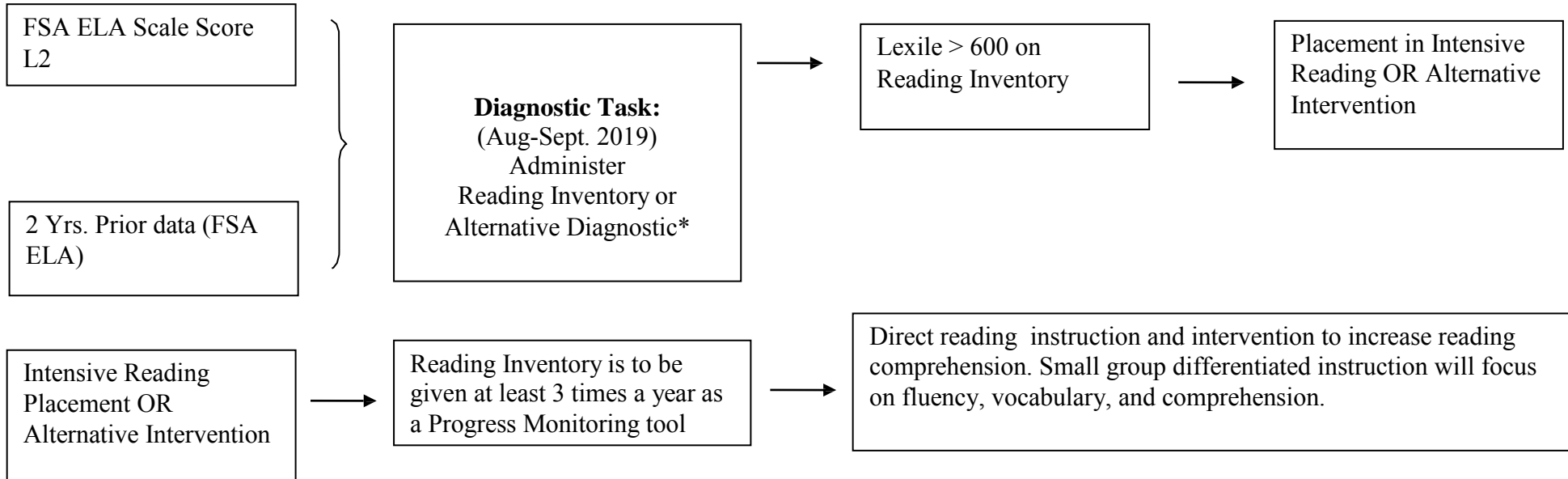


Alternative interventions such as SPIRE may be implemented based on ESE students' needs. Students engaged in SPIRE, daily, will utilize SPIRE assessments for progress monitoring.

* Additional OPM Assessments, if needed, as determined by the MTSS team. Frequency to be determined by the team.

- FCRR MAZE Optional Paper/Pencil assessment - Easy CBM -ORF - Reading Records - Moby Max

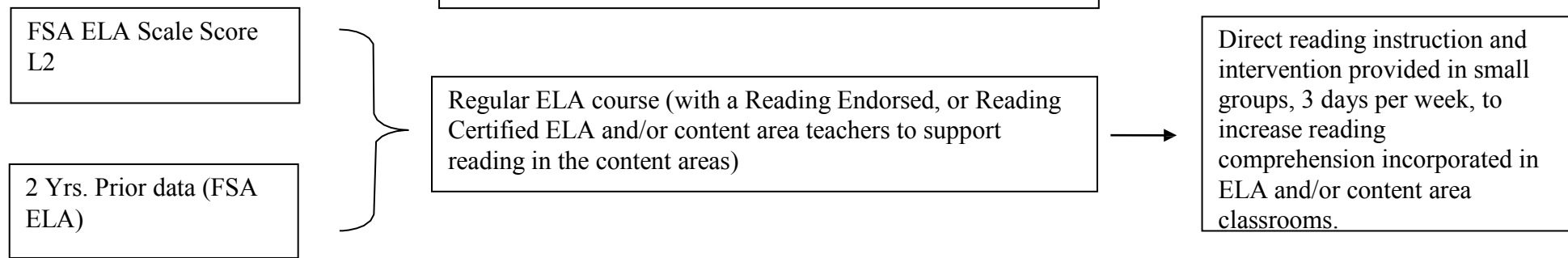
**Identification/ Intervention Decision Tree
Grade 6-10 Level 2 LOW**



* Additional OPM Assessments, if needed, as determined by the MTSS team:

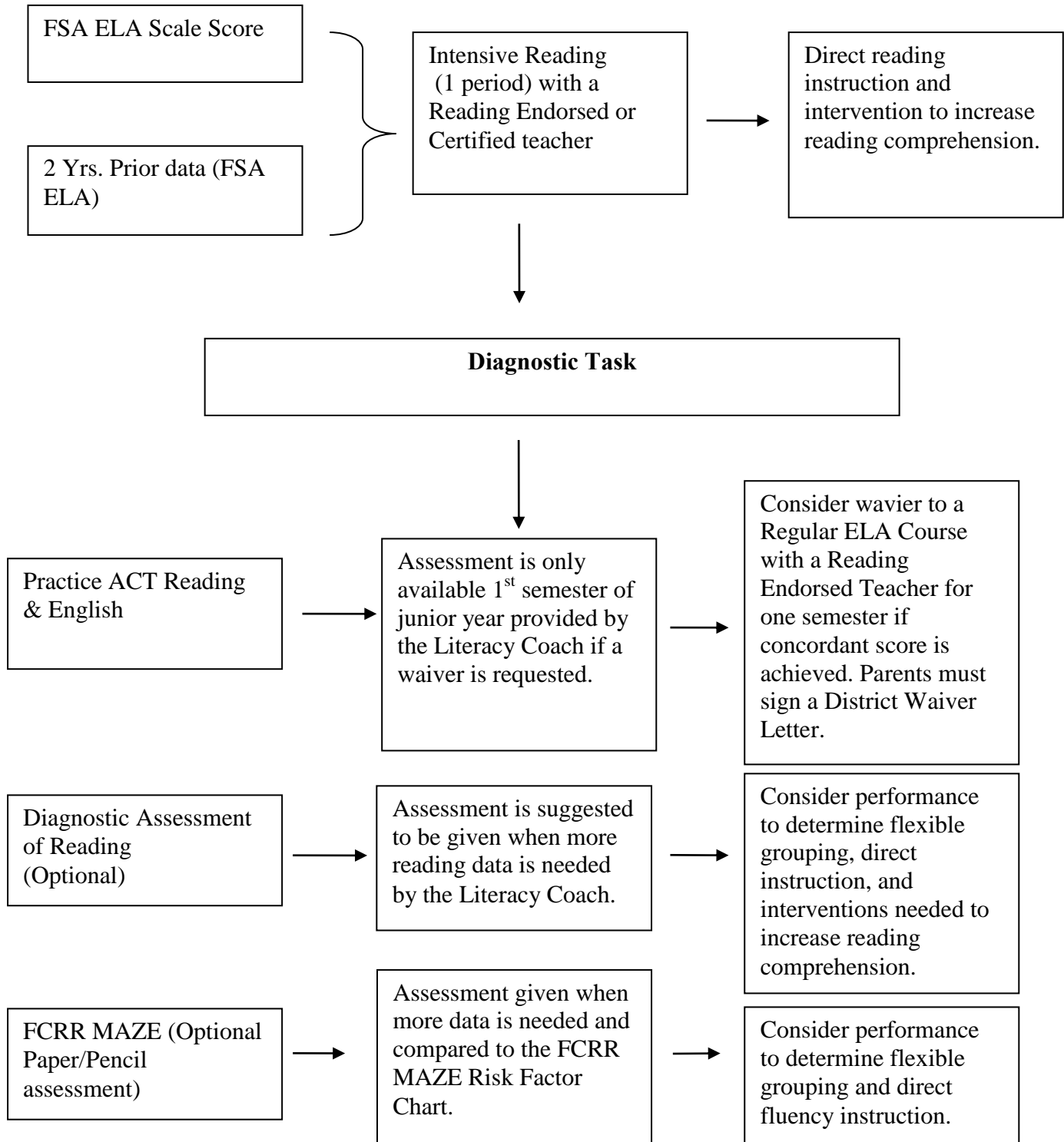
- FCRR MAZE Optional Paper/Pencil assessment - Easy CBM -ORF - Reading Records -Moby Max

**Identification/ Intervention Decision Tree
Grade 6-10 Level 2 HIGH**



DT3—High (11-12) Identification and Intervention Decision Tree

Grades 11-12
Identification/Intervention Decision Tree
L1 & L2 (11-12)



APPENDIX C

2019-2020 300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan

Please complete the following questions to be included as an addendum to the 2019-2020 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

Section 1: Contact Information

1. **District name:** Martin County
2. **Contact name for schools covered on this plan:** Shannon Blount
3. **Contact phone number:** 772-223-3105 Ext. 196
4. **Contact email:** blounts@martin.k12.fl.us
5. **Schools covered by this plan:** Port Salerno Elementary

Section 2: Length of School Day

F.A.C. Rule 6A-6.053 requires 90 minutes of reading instruction in grades K-5, and section 1011.62(9) F.S. requires an additional hour of reading instruction, which may be covered within the school day, for a minimum total of 150 minutes. Please answer the following questions regarding the length of the school day and the number of instructional minutes provided.

1. **School start time:** 7:35
2. **School dismissal time:** 2:15
3. **Total number of instructional minutes per day:** 360 minutes
4. **Minutes per day of reading instruction (must be at least 150):** 150 minutes

Section 3: Instructional Design

1. **Students enrolled in these schools who earned a level 4 or level 5 on the statewide standardized English Language Arts assessment for the previous school year may participate in the extra hour of instruction. Describe the process your district/school uses to serve these students.**

During the extended time, level 4 and 5 students are served in a differentiated manner. Enrichment groups such as book clubs, literature circles, and writing clubs help support students that have been proficient on FSA ELA but still need work on strengthening their ELA skills.

- 2. The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

All teachers have been rated effective or highly effective in the Marzano Evaluation Model. A schedule has been created to maximize the use of these highly effective instructors. Teachers are supported by a principal who is reading certified, an AP who is reading endorsed as well as three literacy coaches who also are reading endorsed or certified.

- 3. The intensive reading instruction delivered in this additional hour shall include research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency. Describe the intensive reading instruction your district/school uses during the additional hour and how your district/school has proven it to accelerate progress of students exhibiting a reading deficiency.**

The intensive reading instruction delivered in this additional time provided was differentiated for students in 2018-19 and will continue to be so in 2019-20. Students participated in a “Walk to Success” in which they were placed in differentiated supports. K-2 students (based on need) may have used Mondo, an Oral Language Play Lab, or Foundations. Grade 3-5 participated in Houghton Mifflin Harcourt’s System 44 program with trained teachers, Leveled Literacy Intervention, and additional guided reading groups. I-ready instruction based on individual needs was also an option for students with teacher support. The literacy coaches, funded out of Title 1, will also be assisting with interventions specifically for those students in the lowest quartile.

Of the students participating in System 44 at Port Salerno Elementary, 85% showed gains in their accuracy scores (accuracy growth indicates students have improved their ability to recognize and decode words--a prerequisite skill for fluent reading.) 53% showed at least a 4 point gain in their fluency (fluency growth indicates students have improved their ability to recognize and decode words with automaticity--a prerequisite skill for reading comprehension.) 8% of the students reached the Advancing Decoder status and may be exited from System 44 this year.

- 4. The intensive reading instruction delivered in this additional hour shall include differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students’ specific reading needs. Describe the process your district uses to ensure this occurs.**

Kindergarteners take FLKRS which provides some early screening data; however, K and 1 students also are given the Phonological Awareness Skills Test and a Phonics screener along with an i-Ready diagnostic assessment. K-1 also administer Early Literacy Behaviors and data is monitored through Foundations assessments. Grade 2-5 students also take the i-Ready diagnostic in ELA which also serves as progress monitoring. iStandards mastery assessments give standard-specific data for students in Grades 2-5. Teachers also administer Fountas and Pinnell benchmark assessments, as needed, to determine progress in a student’s reading behaviors and understandings.

Multiple pieces of data are collected at the district level in Focus; Power BI is now being implemented to drill down deeper into data at the school and teacher level. Students' previous years' data, when available, is housed in Focus and any students who have been previously identified as having a reading deficiency will be noted in this system for schools and teachers.

System 44 utilizes a phonics inventory to progress monitor during the year. After examining students' *Access for ELLs* data, the "Wida Can Do Descriptors" will be used as a guide to help plan instruction to support Port Salerno's large bilingual population.

Port Salerno Elementary is designating a Collaborative Data Liaison (CDL) for each grade level this year. The CDLs received an in-depth training session on Professional Learning Communities (PLCs) so that they will be more effective in leading the grade level teams through the four PLC guiding questions, promoting/planning work at the grade level standards and analyzing the data. The grade level teams have already created quarterly action plans with a laser focus on literacy that will be used during planning. The CDLs will participate in data discussions with the leadership team on a monthly basis. In addition, PSE's guidance team is closely monitoring the lowest quartile data, paying close attention to attendance of specific subgroups.

Ultimately, screening, diagnostic, progress monitoring, and student assessment data is triangulated to meet the needs of the students in the differentiated approach during walk to success. It is important for administration, coaches, and teachers to notice the trends in the data so that it supports the instructional path determined for each student.

- 5. The intensive reading instruction delivered in this additional hour shall include explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback. Describe the process your school/district uses to ensure this occurs.**

Port Salerno is implementing Wilson Foundations for select students in grades K-2 which provides explicit, systematic as well as multisensory instruction focused on phonemic awareness and phonics. System 44 focuses on phonemic awareness, phonics and fluency. Additional guided reading practice groups provide opportunity for guided practice, error correction and feedback. I-Ready also addresses all areas of reading with specific lessons drilling down in each of the domains targeting phonemic awareness, phonics, vocabulary, and reading comprehension of informational texts and literature. Deliberate and differentiated teacher-led lessons are also utilized allowing for specific feedback and guided practice in skills. Data is constantly examined in Professional Learning Communities (PLCs) to create flexible, fluid groups that are responsive to student needs.

- 6. The intensive reading instruction delivered in this additional hour shall include the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading. Describe the process your district uses to ensure this occurs.**

Intentional planning sessions before school with teachers and coaches incorporated science and social studies texts and standards woven into the intensive reading instruction. Academic vocabulary is a focus which can be used across the curriculum. Ready LAFS supplemental materials embed a variety of content areas into texts. Staff developers from Teachers College also train teachers in how to incorporate more writing, speaking and listening standards.

That being said, the differentiated intensive reading instruction students receive in their extra hour, based on his/her needs, always incorporates reading whether it is independent, instructional, or even frustrational, and the classroom libraries and texts students are exposed to are selected deliberately to integrate other content areas. In fact, libraries have been specially ordered around age/standards appropriate social studies, science, and mathematical themes. Teachers deliberately and collaboratively plan for implementation of these resources throughout their instructional time.