

St. Lucie 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: Mandy Rowland

Contact Email: mandy.rowland@stlucieschools.org

Contact Telephone: (772) 429-3952

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	47	50	50	51	51	52	53

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	50	54	54	55	54	55	56

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

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
						17	15
White/African American	23	21	24	19	23		
White/Hispanic	10	9	13	8	11	7	6
Economically Disadvantaged/Non-Economically Disadvantaged	20	18	18	16	19	15	13
Students with Disabilities/Students without Disabilities	35	32	37	29	38	26	23
English Language Learners/ Non-English Language Learners	29	26	33	23	31	20	19

* 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.

Our expenditures from the allocation support the additional hour of instruction for Lowest 300 schools, teachers and resources for 3rd Grade Summer Academy, as well as supplemental core reading resources.

Additional Hour of Reading Instruction: within the schools identified as the Lowest 300, the resource of Benchmark Assessment System (BAS) for all students in K-5 and Leveled Literacy Intervention (LLI) for select students in K-5 will be implemented. BAS will help

with leveling all students in order to support with the grouping of students and LLI will be the resources utilized for the additional hour of instruction.

Summer Reading Academy: Teacher salaries for Summer Reading Academy come from the reading allocation. Resources for the Summer Reading Academy are also purchased using the reading allocation. Materials such as chart paper, dry erase markers, notebooks, center tasks, etc. are provided to teachers. Supplements to the resources (e.g., replacement books) are also purchased through the reading allocation.

Supplements to the Core: A K-5 resource of Integrated Literacy Text Sets are printed for each student in each grade level. These text sets are printed from our Print Shop and delivered to schools. Unit Assessments in grades 2-10 are printed and delivered by our Print Shop. A text set is copied for each child. The funds from the reading allocation pay for each of these supplements to the core.

3. In regard to district-level monitoring of student achievement progress, please address the following:

A. Who at the district level is responsible for collecting and reviewing student progress monitoring data?

Executive Directors
Deputy Superintendent
Chief Academic Officer

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.

Kindergarten: Renaissance Place
K-8 iReady Diagnostic
K-12: Power Bi: Grades, Attendance, Grades, Graduation Requirements, Credit Evaluation, Discipline
2-10: Unit Assessments

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

The district team reviews data on a weekly basis. The district team, along with the curriculum directors, will meet during data chats in the months of January-March to discuss progress towards meeting reading goals. The executive directors meet monthly with school administrators to review data.

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

Executive Directors, Chief Academic Officer, Directors of Curriculum, Director of Student Services, and Director of ESE

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?

Executive Directors
Deputy Superintendent
Chief Academic Officer
Directors of Curriculum
Curriculum Coordinators

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

Unit Assessment Data
School/Classroom Observation Data
Collaborative Learning and Planning Observations

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

Unit Assessment Data: Every 2-3 weeks
School/Classroom Observation Data: Ongoing
Collaborative Learning and Planning Observations: Ongoing

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.?**

Professional Development is not funded via the Research-Based Reading Instruction Allocation

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

N/A

- 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.

1013003 RE1: Reading Endorsement: Foundations in Language & Cognition

1013008 RE4: Reading Endorsement: Foundations of Differentiation

SLPS is going to look into pulling the information pertaining solely to the dyslexia and phonological processing skills from these two courses and organizing them into a separate course so that personnel not in need of the full Reading Endorsement can obtain only the information pertinent to the requirements of Section 1012.585(3)(f), FS..

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.**

The qualifications for hiring a coach are as follows:

- Bachelor's degree; Master's preferred
- Valid Florida certification in Reading/Reading Endorsement or valid certification in Elementary Education
- Reading Certification/Reading Endorsement must be obtained within three (3) years of acquiring position

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

Our Reading/Literacy Coaches are not funded through the Research-Based Reading Instruction Allocation.

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

N/A, as our Reading/Literacy Coaches are not funded through this allocation.

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

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

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

Unit Assessment data, FSA/End of Year Assessment data, and formal observations from the principals at the school sites will be used to determine the effectiveness of reading/literacy coaches.

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

\$0.00

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?

Zero schools will receive Reading Allocation funds for intervention teachers.

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?

\$0.00

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.:

N/A

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

\$0.00

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.

School-based Title 1 funds

Summer Reading Camps

Please complete the following questions regarding SRC:

1. SRC Supervisor Name: Kimberly Jay
2. Email Address: Kimberly.Jay@stlucieschools.org
3. Phone Number: (772) 475- 6032
4. Please list the schools which will host a SRC:

Samual Gaines Academy of Emerging Technologies & St. Lucie West K-8

5. Provide the following information regarding the length of your district SRC:
 - a. Start Date: 6/12/19
 - b. Which days of the week is SRC offered: Monday-Thursday Click here to enter text.
 - c. Number of instructional hours per day in reading: 3.5
 - d. End Date: 7/17/19
 - e. Total number of instructional hours of reading: 70
6. Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?

Yes

7. What is the anticipated teacher/student ratio?

15:1

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

No, not at 3rd Grade Summer Academy

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

iReady Diagnostic, iReady Lessons, SAT10

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	\$163,699
District expenditures on reading coaches	\$0.00
District expenditures on intervention teachers	\$0.00
District expenditures on supplemental materials or interventions	\$0.00
District expenditures on professional development	\$0.00
District expenditures on summer reading camps	\$482,454.12
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	\$424,226.38
Flexible Categorical Spending	\$750,780.50
Sum of Expenditures	\$1,821,160
Amount of district research-based reading instruction allocation for 2019-2020	\$1,821,160



APPENDIX A

Meeting Agenda

Attendees:

Mandy Rowland: Curriculum Developer/Reading Plan District Contact; Denise Rodriguez: Director of Talent Development; LaTanya Green: Director of Student Services/MTSS Contact; Dawna Guiel: Director of Exceptional Student Education; Didi Campbell: Coordinator of Talent Development; Kimberlee Cooper: Curriculum Developer; Dorthea Oatts: Curriculum Developer

I. Call to order

Mandy Rowland called to order the regular meeting of the Reading Plan Committee at 8:30 on 4/10/19 at Allapattah Flats K-8.

II. Agenda

- a) Review 2018-19 Reading Plan
- b) Review District Student Performance Data
- c) Review State Statues
- d) Update the 2018-19 High School Decision Tree for Reading Placement for the 2019-20 School Year

III. Next Steps

- a) Contact FLDOE for clarification on State Requirements concerning Reading Endorsement and Intensive Reading
- b) Meet on 4/15/19 to continue discussions and revisions for the 2019-20 Reading Plan

Dawna L. Guiel
Dorthea Oatts
Kim Cooper

Denise Rodriguez
Didi Campbell

Mandy Rowland



Meeting Agenda

Attendees:

Mandy Rowland: Curriculum Developer/Reading Plan District Contact; Kimberly Jay: Director of Elementary Curriculum; Megan Green: Director of Secondary Curriculum; Dawna Guiel: Director of Exceptional Student Education; Kimberlee Cooper: Curriculum Developer; Dorteia Oatts: Curriculum Developer

I. Call to order

Mandy Rowland called to order the regular meeting of the Reading Plan Committee at 8:30 on 4/15/19 at Allapattah Flats K-8.

II. Agenda

- a) Review Updates from the 2018-19 High School Decision Tree for Reading Placement for the 2019-20 School Year
- b) Update 2018-19 Middle School Decision Tree for Reading Placement for the 2019-20 School Year
- c) Update 2018-19 Elementary School Decision Tree for Reading Placement for the 2019-20 School Year

III. Next Steps

- a) Submit Decision Trees to FLDOE Contact for preliminary review
- b) Set next meeting dates prior to April 28th to continue discussions and revisions for the 2019-20 Reading Plan

Kimberly Jay
Megan Green
Dawna L. Guiel
Dorteia Oatts
Kim Cooper

Mandy Rowland



Meeting Agenda

Attendees:

Mandy Rowland: Curriculum Developer/Reading Plan District Contact; Kimberly Jay: Director of Elementary Curriculum; Megan Green: Director of Secondary Curriculum; Denise Rodriguez: Director of Talent Development; Didi Campbell: Coordinator of Talent Development; Dawna Guiel: Director of Exceptional Student Education; LaTanya Greene; Kimberlee Cooper: Curriculum Developer; Dorthea Oatts: Curriculum Developer; Clarissa Duskin; Kerri Walukiewicz: Principal; Susan Mannion: Assistant Principal; Judith Tourjee: ITS

I. Call to order

Mandy Rowland called to order the regular meeting of the Reading Plan Committee at 9:30 on 4/23/19 at Allapattah Flats K-8.

II. Agenda

- Review Updates from the 2018-19 High School Decision Tree for Reading Placement for the 2019-20 School Year
- Review Updates from the 2018-19 Middle School Decision Tree for Reading Placement for the 2019-20 School Year
- Review Updates from the 2018-19 Elementary School Decision Tree for Reading Placement for the 2019-20 School Year
- Answer Questionnaire within the Reading Plan

III. Next Steps

- Submit Questionnaire to FLDOE Contact for preliminary review
- Set next meeting dates prior to April 28th to continue discussions and revisions for the 2019-20 Reading Plan if Needed

Mandy Rowland
KW
Dorthea Oatts
Kim Cooper
Dawna Guiel

Mandy Rowland
Dawna Z. Guiel
CD
S Mannion

Didi Campbell
Kimberly Jay

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;

SLPS K-5 Decision Tree

Assessment	Dates	If	Then	Identification of Deficiency	Materials	If Not Responding
K-5 iReady	Fall 2019 Winter 2020 Spring 2020	Below the 43 rd percentile ... <i>Below the 30th percentile can automatically qualify students for Tier 2 MTSS</i>	Tier 1 Supplemental (Systematic Instruction/UDL)	<u>Reading Strands</u> -Comp Lit -Comp Informational -Phonics -Phonological Awareness -High Frequency Words -Vocabulary	-Tier 1 Resources for Small Group	-Consult PST Team -Tier 2 MTSS -Tier 3 MTSS -Tier 2/3 Matrix for Support (Systematic Instruction/UDL) -Probe every 10-20 days for Tier 2 & 3 -Change duration, intervention, or interventionist
2-5 Unit Assessments	Year Long	Below 60%... <i>Below 40% can automatically qualify students for Tier 2 MTSS</i>	Tier 1 Supplemental (Systematic Instruction/UDL) <ul style="list-style-type: none"> Small group differentiated instruction during 90 minute block & 30 minute MTSS block 	<u>Cluster/Standard</u> -Key Ideas and Details -Craft and Structure -Integration of Knowledge and Ideas	-Tier 1 Resources for Small Group	-Consult PST Team -Tier 2 MTSS -Tier 3 MTSS -Tier 2/3 Matrix for Support (Systematic Instruction/UDL) -Probe every 10-20 days for Tier 2 & 3 -Change duration, intervention, or interventionist
3-5 FSA Scores	Spring 2019	Level 1 or 2... <i>Level 1 can automatically qualify students for Tier 2 MTSS</i>	Tier 1 Supplemental (Systematic Instruction/UDL): <ul style="list-style-type: none"> Small group differentiated instruction during 90 minute block & 30 minute MTSS block 	<u>Cluster</u> -Key Ideas and Details -Craft and Structure -Integration of Knowledge and Ideas -Language and Editing -Writing (grades 4-5 only)	-Tier 1 Resources for Small Group	-Consult PST Team -Tier 2 MTSS -Tier 3 MTSS -Tier 2/3 Matrix for Support (Systematic Instruction/UDL) -Probe every 10-20 days for Tier 2 & 3 -Change duration, intervention, or interventionist
FLKRS	Fall 2019	Scaled score of 438-496 <i>Below a scale score of 437 can automatically qualify students for Tier 2 MTSS</i>	Tier 1 Supplemental (Systematic Instruction/UDL) <ul style="list-style-type: none"> Small group differentiated instruction during 90 minute block & 30 minute MTSS block 	<u>Word Knowledge and Skills</u> -Alphabetic Principle -Concept of Word -Visual Discrimination -Phonemic Awareness -Phonics -Structural Analysis -Vocabulary <u>Comprehension Strategies/Constructing Meaning</u> -Sentence Level Comprehension -Paragraph Level Comprehension	-Tier 1 Resources for Small Group	-Consult PST Team -Tier 2 MTSS -Tier 3 MTSS -Tier 2/3 Matrix for Support (Systematic Instruction/UDL) -Probe every 10-20 days for Tier 2 & 3 -Change duration, intervention, or interventionist

SLPS K-5 Decision Tree

On/Above Grade Level

Assessment	Dates	If	Then	Materials
K-5 iReady	Fall 2019 Winter 2020 Spring 2020	Above the 43 rd percentile...	Tier 1 and Tier 1 Supplemental (Systematic Instruction/UDL)	-ELA Scope and Sequence -Integrated Literacy Units -Text Sets -ELA Toolboxes for question stems and prompts -Tier 1 Resources for Small Group. (Systematic Instruction/UDL)
2-5 Unit Assessments	Year Long	Above 60%...	Tier 1 and Tier 1 Supplemental (Systematic Instruction/UDL)	-ELA Scope and Sequence -Integrated Literacy Units -Text Sets -ELA Toolboxes for question stems and prompts -Tier 1 Resources for Small Group. (Systematic Instruction/UDL)
4-5 FSA Scores	Spring 2019	Level 3 or Above	Tier 1 and Tier 1 Supplemental (Systematic Instruction/UDL)	-ELA Scope and Sequence -Integrated Literacy Units -Text Sets -ELA Toolboxes for question stems and prompts -Tier 1 Resources for Small Group. (Systematic Instruction/UDL)
FLKRS	Fall 2019	Scaled score of 497-529 and	Tier 1 and Tier 1 Supplemental (Systematic Instruction/UDL)	-ELA Scope and Sequence -Integrated Literacy Units -Text Sets -ELA Toolboxes for question stems and prompts -Tier 1 Resources for Small Group. (Systematic Instruction/UDL)

Notes:

- Tier 1 Supplemental takes place in two different blocks during the day.
 1. During small group differentiated instruction during the 90 minute block, students are receiving differentiated instruction based on their specific needs.
 2. During MTSS, students are grouped as Tier 2 or Enrichment. Regardless of groups, students are receiving differentiated instruction based on their specific needs.

- The following indicates ways that students can be identified as having a reading deficiency:
 - If a student has not met Tier 1 expectations, the PST will meet to determine next steps based on the data. Tier 2 interventions will be set in place. Schools/teachers will be responsible for notifying the parents of children who are showing deficiencies in reading.
 - Per Florida Statutes 1008.25, students receiving Tier 2 interventions that are not making adequate progress in closing the achievement gap will be determined as having a substantial reading deficiency and will be referred to the PST to determine an appropriate intensive reading intervention during MTSS with Tier 3 interventions and/or the following criteria:
 - Below the 15th percentile on iReady
 - Below 20% on SLPS Unit Assessments
 - Level 1.1 on FSA
 - Below a scale score of 218 on FLRKS

ENGLISH LANGUAGE ARTS MATRIX FOR TIER 2 AND TIER 3 INSTRUCTION
TARGETED ACADEMIC INTERVENTION Emergent Literacy (Early Literacy Skills)

Target Skill	Evidence Based Intervention
Phonological/Phonemic Awareness	
Rhyming <i>(pig...big)</i> OnSet Rime <i>(/b/at, /f/ at)</i>	<ul style="list-style-type: none"> • Foundations Level K- Begin with Unit 1 • Earobics Foundations: <u>Phonological Awareness TE</u> pp. 4-16 • Earobics Connections: <u>Phonological Awareness TE</u> pp. 2-8 • Great Leaps K-2: pp. 26-37 • Leveled Literacy Intervention (LLI) • Imagine Learning English • Journeys Tool Kit (1-3): <u>Phonemic and Phonological Awareness TE</u> Stage 1- 1A-2B Stage 2- 51A-52B Stage 3- 68A-68B • FCRR K-1 Student Center Activities Rhyming • FCRR K-1 Student Center Activities- Onset and Rime • https://login.i-ready.com/
Phoneme Segmenting <i>dog... /d/ /o/ /g/</i>	<ul style="list-style-type: none"> • Segmenting- Foundations Level K- Begin with Unit 2 • Segmenting- Foundations Level 1- Begin with Unit 2 • Segmenting- Foundations Level 2- Begin with Unit 2 • Earobics Foundations: <u>Phonological Awareness TE</u> pp. 60-76 • Earobics Connections: <u>Phonological Awareness TE</u> pp. 44-60 • Great Leaps K-2: pp. 62-66 • Leveled Literacy Intervention (LLI) • Imagine Learning English • LiPS (Lindamood Bell) • Journeys Tool Kit (1-3): <u>Phonemic and Phonological Awareness TE</u> Stage 1- 17A-18B, 32A-36A Stage 2- 32B-36B, 59A-59B Stage 3- 77A-80B, 89A-90B • FCRR K-1 Student Center Activities- Segmenting • https://login.i-ready.com/
Beginning/Medial/ Final Sounds <i>(milk /m/) (milk /k/)</i> Sound Manipulation	<ul style="list-style-type: none"> • Foundations Level K- Begin with Unit 1 • Foundations Level 1- Begin with Unit 1 • Earobics Foundations: <u>Phonological Awareness TE</u> pp. 38-58 • Earobics Connections: <u>Phonological Awareness TE</u> pp. 26-42 • Great Leaps K-2: pp. 42-61 • Leveled Literacy Intervention (LLI) • Imagine Learning English • LiPS (Lindamood Bell) • Journeys Tool Kit (1-3): <u>Phonemic and Phonological Awareness TE</u> Stage1- 3A-13B Stage 2- 31A-50B Stage 3- 60A-65B, 71A-76B • FCRR K-1 Student Center Activities- Beginning/medial/final sounds • https://login.i-ready.com/

Phoneme Blending <i>(/j/ /o/ /b/... job)</i>	<ul style="list-style-type: none"> • Foundations Level K or Level 1- Begin with Unit 2 • Foundations Level 2- Begin with Unit 1 • Earobics Foundations: <u>Phonological Awareness TE</u> pp. 18-36 • Earobics Connections: <u>Phonological Awareness TE</u> pp. 12-24 • Great Leaps K-2: pp. 50-51 • Leveled Literacy Intervention (LLI) • Imagine Learning English • LiPS (Lindamood Bell) • Journeys Tool Kit (1-3): <u>Phonemic and Phonological Awareness TE</u> Stage 1- 19A-22B, 29A-30B Stage 2- 43A-43B, 57A-58B Stage 3- 84A-88B • FCRR K-1 Student Center Activities- phoneme segmenting & blending • https://login.i-ready.com/
Phonics	
Letter Names & Sounds <i>(Upper- and lower case)</i>	<ul style="list-style-type: none"> • Foundations Level K, Level 1, or Level 2- Begin with Unit 1 • Earobics Foundations: <u>Phonics TE</u> pp. 24-123 • Earobics Connections: <u>Phonics TE</u> pp. 1-25 • Great Leaps K-2: pp. 72-85 • Leveled Literacy Intervention (LLI) • Imagine Learning English • Seeing Stars (Lindamood Bell) • Journeys Tool Kit (1-3): <u>Phonics and Decoding TE</u> Stage 1- 1A-23B • FCRR K-1 Student Center Activities- Letter Names • FCRR K-1 Student Center Activities- Letter Sounds • https://login.i-ready.com/
Decoding and Sight Word Recognition CVC: <i>cat</i> Short vowels: <i>sled</i> Digraphs: <i>chop</i> Trigraph: <i>match, might</i> Consonant blends: <i>stop</i> Long vowels: <i>key</i> r- controlled vowels: <i>bark</i> l- controlled vowels: <i>cold</i> diphthongs: <i>coin</i>	<ul style="list-style-type: none"> • Foundations Level K- Begin with Unit 3 • Foundations Level 1- Begin with Unit 2 • Foundations Level 2- Begin with Unit 1 • Foundations Level 3- Begin with Unit 1 • Earobics Foundations: <u>Phonics TE</u> pp. 124-239 • Earobics Connections: <u>Phonics TE</u> pp. 27-141 • 100 Book Challenge- IRLA (2Y-sentence patterns, 1-G, 2-G sight words; 1-B, 2-B, 1-R vowel patterns) • Great Leaps K-2: pp. 87-115 • Leveled Literacy Intervention (LLI) • Imagine Learning English • Seeing Stars (Lindamood Bell) • Journeys Tool Kit (1-3): <u>Phonics and Decoding TE</u> Stage 1- 24A-30B Stage 2- 31A-54B • FCRR K-1 Student Center Activities- Encoding and Decoding • FCRR K-1 Student Center Activities- HFW practice • https://login.i-ready.com/
Oral Language (Communication Skills Checklist may be used to detect deficits in this area)	
Grammar, sentence formulation, vocabulary, retelling, describing, listening and speaking, etc.	<ul style="list-style-type: none"> • Visualizing and Verbalizing • Webber Basic Concept Kit • SRA Language for Learning • Journeys Tool Kit • OLLIE Program • Leveled Literacy Intervention (LLI)

	<ul style="list-style-type: none"> • • Rtl in Action: Oral Language Activities for K-2 Classrooms • https://login.i-ready.com/
Listening Comprehension	(Communication Skills Checklist may be used to detect deficits in this area)
Understanding of basic concepts, vocabulary, sentence structure, basic listening skills	<ul style="list-style-type: none"> • Visualizing and Verbalizing • Webber Basic Concept Kit • SRA Language for Learning • Leveled Literacy Intervention (LLI) • Listening for Basic Concepts All Year Round (LinguiSystems) • The Source for Auditory Comprehension (LinguiSystems) • Spotlight on Listening Comprehension (LinguiSystems) • HELP Auditory Skills series (LinguiSystems) • https://login.i-ready.com/

Written Expression	
Writing Skills	<ul style="list-style-type: none"> • Earobics Foundations (K-1): Writing TE -Process pp. 6-15, Structure and Mechanics pp. 16-25, Purpose pp. 26-45, Response to Reading pp. 46-71 • Earobics Connections (2-3): Writing TE -Structure and Mechanics pp. 2-12, Process pp. 13-20, Purpose pp. 22-36, Response to Reading pp. 37-48. • Write from the Beginning or Write from the Beginning and Beyond: Refer to WFTB yellow binder pg. 5 or WFTB&B Setting the Stage binder pp.28-47 for grade level writing characteristics

Pragmatic/Social Skills Interventions should be prescribed by the PST on an individual basis.

Scientific/Evidence Based Intervention	
The mastery assessments within the intervention programs listed below should be given to students when indicated.	
Intervention	Protocol
Earobics Foundations and Connections	During the 30 to 45 minutes of daily intervention time, students focus on skills from two literacy areas with direct instruction. The Foundations software would be used three times per week for 15 to 20 minute sessions outside of the intervention time.
Great Leaps K-2	3-5 Minutes of Sound Awareness & Letter Recognition/Phonics Probes 15 minutes of Direct Strategy Instruction Aligned to Probe (FCRR Centers) When students master pg. 87, high-frequency words, phrases, and stories are added
FCRR Student Activities	Used as instructional supports to any intervention
Journeys Toolkit	15-minute lessons that target, apply, and practice key reading foundational skills for student in the primary grades. (FCRR activities supplemental)
Wilson Foundations	30 minutes daily lessons that target reading and spelling for small group or one to one instruction (double-dose is recommended for Tier 3)
Imagine Learning English	Imagine Learning recommends that students interact with the software at least 20 minutes per day, five days a week, in order to see maximum results.
100 Book Challenge -IRLA	Students read 30 minutes in class and 30 minutes at home. Quantity practice targets are set, monitored, and rewarded, ensuring every student adopts the independent reading routines.
Write from the Beginning	Success is determined at individual student level through the use of an <i>Improvement Rubric</i> to evaluate overall progress. The student goal is to reach a minimum 16 points.
LiPS**	Daily instruction for 30-45 minutes in a small group or one to one
Seeing Stars**	Intervention should occur daily for a minimum of 30-45 minutes---dedicated solely to this program. It can be used with small groups or one to one.
Visualizing and Verbalizing**	Intervention should occur daily for a minimum of 30-45 minutes---dedicated solely to this program. It can be used with small groups or one to one.

RtI in Action: Oral Language Activities	Daily language lessons for whole group or small group instruction
OLLIE Program	Daily small group lessons
Webber Basic Concept Kit	Materials can be used with small groups of students to methodically teach receptive and expressive basic concepts
SRA Language for Learning	A scripted language development program that can be used in a whole group or small group setting. Intervention should occur daily with 25-30 min. for instruction and an additional 5-10 min. for independent practice.
Listening for Basic Concepts All Year Round	Materials can be used with small groups of students to methodically teach receptive and expressive basic concepts
The Source for Auditory Comp. (LinguiSystems)	Materials can be used with small groups of students to target a variety of listening comprehension skills
Spotlight on Listening Comp. (LinguiSystems)	Materials can be used with small groups of students to target a variety of listening comprehension skills
HELP Auditory Skills series	Materials can be used with small groups of students to target a variety of listening comp skills
iReady	Individual online lessons place students into instruction at their level based on diagnostic assessment results. The direct instruction lesson plans should be used in conjunction with the online component.
Leveled Literacy Intervention (LLI)	The <i>Fountas & Pinnell Leveled Literacy Intervention System</i> is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level.

**The required fidelity and training for this program cannot be supported by the district at this time.

Note: Each of the above interventions have multi-sensory elements embedded.

ENGLISH LANGUAGE ARTS MATRIX FOR TIER 2 AND TIER 3 INSTRUCTION

TARGETED ACADEMIC INTERVENTION FOR **DEVELOPING AND TRANSITIONAL LITERACY**

*Student academic interventions are determined by universal screening data (easyCBM), Communications Skills Checklist, formative assessment data, and teacher observation in order to place students in tiered instruction.

*To target specific interventions the [Journeys Diagnostic Assessment](#) is recommended.

Target Skill	Evidence Based Intervention
Phonics	
Letter Names & Sounds <i>(Upper- and lower case)</i> Standards: LAFS.K.RF.1.1d LAFS.K.L.1.1a LAFS.1.L.1.1a	<ul style="list-style-type: none"> • Foundations Level K- Begin with Unit 1 • Foundations Level 1- Begin with Unit 1 • Foundations Level 2- Begin with Unit 1 • Earobics Foundations (K-1): Phonics TE pp. 24-123 • Earobics Connections (2-3): Phonics TE pp. 1-25 • Great Leaps K-2: pp. 72-85 • Imagine Learning English • Seeing Stars • Journeys Tool Kit (1-3): Phonics and Decoding TE Stage 1- Lessons 1-23 • FCRR K-1 Student Center Activities- Letter Names • FCRR K-1 Student Center Activities- Letter Sounds • iReady https://login.i-ready.com/
Decoding and Sight Word Recognition CVC: <i>cat</i> Short vowels: <i>sled</i> Digraphs: <i>chop</i> Trigraph: <i>match, might</i> Consonant blends: <i>stop</i> Long vowels: <i>key</i> r- controlled vowels: <i>bark</i> l- controlled vowels: <i>cold</i> diphthongs: <i>coin</i> Standards: LAFS.K.RF.2.2d LAFS.K.RF.3.3a LAFS.K.RF.3.3b LAFS.K.RF.3.3c LAFS.1.RF.3.3a-g LAFS.1.RF.2.2a LAFS.2.RF.3.3a-f LAFS.3.RF.3.3c-d	<ul style="list-style-type: none"> • Foundations Level K- Begin with Unit 3 • Foundations Level 1- Begin with Unit 2 • Foundations Level 2- Begin with Unit 1 • Foundations Level 3- Begin with Unit 1 • Just Words- Begin with Unit 1 • Earobics Foundations (K-1): Phonics TE pp. 124-239 • Earobics Connections (2-3): Phonics TE pp. 27-141 • 100 Book Challenge- IRLA (2Y-sentence patterns, 1-G, 2-G sight words; 1-B, 2-B, 1-R vowel patterns) • Great Leaps K-2: pp. 87-115 • SRA Corrective Reading (administer placement test to determine entry level) • Imagine Learning English • Seeing Stars • Journeys Tool Kit (1-3): Phonics and Decoding TE Stage 1- Lessons 24-30 Stage 2- Lessons 31-54 • Journeys Tool Kit (4-6) Stage 1- Lessons 1-10 Stage 2- Lessons 14-23 • FCRR K-1 Student Center Activities- Encoding and Decoding • FCRR K-1 Student Center Activities- HFW practice • iReady https://login.i-ready.com/
Word Study and Word Recognition	
Two Syllable VC/CV: <i>pat-tern</i> V/CV: <i>si-lent</i> VC/V: <i>lev-el</i> -CVCe: <i>en-tire</i> Multisyllabic Prefixes: <i>un-familiar</i> Suffixes: <i>circula-tion</i>	<ul style="list-style-type: none"> • Foundations Level 1- Begin with Unit 9 (2 syllables) Unit 12 (multisyllabic) • Foundations Level 2- Begin with Unit 5 (2 syllables) Unit 5 (multisyllabic) • Foundations Level 3- Begin with Unit 1 (2 syllables) Unit 3 (multisyllabic) • Just Words- Begin with Unit 2 (syllables) • Just Words- Begin with Unit 5 (multisyllabic) • Just Words- Begin with Unit 1 (spelling) • Earobics Connections (2-3): Phonics TE pp. 166-176 • Journeys Tool Kit (4-6): Phonics and Word Study Green TE Stage 1- Lessons 11-13

<p><i>More than one affix: un-believ-able</i></p> <p>Standards: LAFS.K.L.3.4b LAFS.1.L.3.4b-c LAFS.1.RF.3.3e LAFS.2.L.3.4a-c LAFS.2.RF.3.3a-c LAFS.3.L.3.4b-c LAFS.3.RF.3.3c-d LAFS.4.L.3.3b LAFS.4.RF.3.3 LAFS.5.L.3.3b LAFS.5.RF.3.3</p>	<p>Stage 2- Lessons 24-26 Stage 3- Lessons 27-30 Stage 4- Lessons 31-33</p> <ul style="list-style-type: none"> Imagine Learning English Seeing Stars SRA Corrective Reading (administer placement test to determine entry level) iReady https://login.i-ready.com/
Fluency	
<p>High-Frequency Words, Words, & Word Parts</p> <p>Standards: LAFS.K.RF.3.3c LAFS.K.RF.4.4 LAFS.1.RF.3.3g LAFS.1.RF.4.4a-c LAFS.2.RF.3.3f LAFS.2.RF.4.4a-c LAFS.3.RF.3.3d LAFS.3.RF.4.4a-c LAFS.4.RF.3.3 LAFS.4.RF.4.4a-c LAFS.5.RF.3.3 LAFS.5.RF.4.4a-c</p>	<ul style="list-style-type: none"> Just Words- Begin with Unit 1 Great Leaps K-2: pp. 105-134 (words/phrases) Great Leaps 3-5(administer assessment to determine start page) Earobics Foundations (K-1): Fluency TE pp. 8-36 Earobics Connections (2-3): Fluency TE pp. 1-15 SRA Corrective Reading (administer placement test to determine entry level) Imagine Learning English Seeing Stars Journeys Tool Kit (1-3): <u>Oral Reading Fluency TE</u> Stage 1- Lessons 1,2,9,13 Stage 2- Lesson 31 Stage 3- Lesson 61 Intervention Central FCRR Student Centered Activities Fluency- words and word parts iReady https://login.i-ready.com/
<p>Oral/Passage Reading Phrasing and Expression</p> <p>Standards: LAFS.K.RF.4.4 LAFS.1.RF.4.4a-c LAFS.2.RF.4.4a-c LAFS.3.RF.4.4a-c LAFS.4.RF.4.4a-c LAFS.5.RF.4.4a-c</p>	<ul style="list-style-type: none"> Great Leaps K-2: pp. 146-187 (stories) Great Leaps 3-5 (administer assessment to determine start page) Earobics Foundations (K-1): Fluency TE pp. 38-65 Earobics Connections (2-3): Fluency TE pp. 16-26 SRA Corrective Reading (administer placement test to determine entry level) Quick Reads (administer the benchmark passage per level) Read 180 (administer SRI for placement) Imagine Learning English Journeys Tool Kit (1-3): <u>Oral Reading Fluency TE</u> Stage 1- Lessons 2-30 Stage 2- Lessons 32-60 Stage 3- Lessons 62-90 Journeys Tool Kit (4-6): <u>Fluency Purple Section TE</u> Stage 1- Lessons 1-3 Stage 2- Lessons 4-6 Stage 3- Lessons 7-9 Stage 4- Lessons 10-12 Intervention Central FCRR Student Centered Activities Fluency- phrases, chunked texts, connected texts

Vocabulary	
<p>Word Meaning/Analysis <i>(Figurative language, academic/domain specific, denotative/connotative meaning)</i></p> <p>Words in Context</p> <p>Standards: LAFS.K.RI.2.4 LAFS.1.RI.2.4 LAFS.2.RI.2.4 LAFS.3.RI.2.4 LAFS.4.RI.2.4 LAFS.5.RI.2.4 LAFS.K.RL.2.4 LAFS.1.RL.2.4 LAFS.2.RL.2.4 LAFS.3.RL.2.4 LAFS.4.RL.2.4 LAFS.5.RL.2.4 LAFS.K.L.3.4a-b LAFS.1.L.3.4a-c LAFS.2.L.3.4a-e LAFS.3.L.3.4a-d LAFS.4.L.3.4a-c LAFS.4.L.3.4a-c LAFS.K.L.3.5a-d LAFS.1.L.3.5a-d LAFS.2.L.3.5a-b LAFS.3.L.3.5a-d LAFS.4.L.3.5a-c LAFS.5.L.3.5a-c LAFS.K.L.3.6 LAFS.1.L.3.6 LAFS.2.L.3.6 LAFS.3.L.3.6 LAFS.4.L.3.6 LAFS.5.L.3.6</p>	<ul style="list-style-type: none"> • Earobics Foundations (K-1): Vocabulary & Communication TE pp. 46-114 • Earobics Connections (2-3): Vocabulary & Communication TE pp. 24-69 • Read 180 (administer SRI for placement) • Imagine Learning English • Journeys Tool Kit (1-3): <u>Vocabulary TE</u> Stage 1- 1-30 Stage 2- 31-60 Stage 3- 61-90 • Journeys Tool Kit (4-6): <u>Vocabulary Red section TE</u> Stage 1- Lessons 1-7 Stage 2- Lessons 8-16 Stage 3- Lessons 17-26 Stage 4- Lessons 27-35 • iReady https://login.i-ready.com/
<p>Basic Concepts</p> <p>Descriptive Vocabulary</p> <p>Standards: LAFS.K.SL.1.1a-b LAFS.K.L.3.6 LAFS.1.SL.1.1a-c LAFS.1.L.3.6 LAFS.2.SL.1.1a-c LAFS.2.L.3.6 LAFS.3.SL.1.1a-d LAFS.3.L.3.6 LAFS.4.SL.1.1a-d LAFS.4.L.3.6 LAFS.5.SL.1.1a-d</p>	<ul style="list-style-type: none"> • Webber Basic Concept Kit • Listening for Basic Concepts All Year Round (Linguisticsystems) • SRA Language for Learning • Visualizing and Verbalizing • FCRR Student Centered Activities Vocabulary- word knowledge, vocabulary-morphemic Elements • FCRR Student Centered Activities Vocabulary - word meaning and analysis, words in context • iReady https://login.i-ready.com/

LAFS.5.L.3.6	
Comprehension	
<p>Retelling (Main idea, theme, key details, story elements)</p> <p>Structure (Compare/contrast, cause/effect, chronological order, problem/solution)</p> <p>Monitoring Understanding Comp Questions (using rubric) (Predictions, connections, questions, and conclusions based on textual evidence)</p> <p>Analysis (Author's perspective, draw conclusions, point of view, evaluate authors choices, analyze textual elements)</p> <p>Standards: All Reading Literature and Informational Text standards for grades K-5 as well as the following:</p> <p>LAFS.K.SL.1.2 LAFS.K.SL.1.3 LAFS.K.SL.2.4 LAFS.K.SL.2.5 LAFS.K.SL.2.6 LAFS.1.SL.1.2 LAFS.1.SL.1.3 LAFS.1.SL.2.4 LAFS.1.SL.2.5 LAFS.1.SL.2.6 LAFS.2.SL.1.2 LAFS.2.SL.1.3 LAFS.2.SL.2.4 LAFS.2.SL.2.5 LAFS.2.SL.2.6 LAFS.3.SL.1.2 LAFS.3.SL.1.3 LAFS.3.SL.2.4 LAFS.3.SL.2.5 LAFS.3.SL.2.6 LAFS.4.SL.1.2 LAFS.4.SL.1.3 LAFS.4.SL.2.4 LAFS.4.SL.2.5 LAFS.4.SL.2.6 LAFS.5.SL.1.2 LAFS.5.SL.1.3 LAFS.5.SL.2.4 LAFS.5.SL.2.5</p>	<ul style="list-style-type: none"> • Read 180 (administer SRI for placement) • Imagine Learning English • Visualizing and Verbalizing • SRA Corrective Reading (administer placement test to determine entry level) • Quick Reads (administer the benchmark passage per level) • Earobics Foundations (K-1): Reading Comprehension TE • Earobics Connections (2-3): Reading Comprehension TE • Journeys Tool Kit (1-3): Comprehension TE <ul style="list-style-type: none"> Stage 1- Retelling- Lessons 1,9 Structure- Lessons 3,7,8,12,13,15,17 Monitoring Comp. Questions- Lessons 5,10,11,14 Analysis- NA Stage 2- Retelling- Lessons 31,34,37,45,50,54 Structure- Lessons 32,33,35,38,41,44,46,49,52,53,55 Monitoring Comp. Questions- Lessons 36,39,47 Analysis- Lessons 42,43,48,51 Stage 3- Retelling- Lessons 68,72,74,78,80 Structure- Lessons 61,63,64,65,75,76,79,82,83,84 Monitoring Comp. Questions- Lessons 62,73 Analysis- Lessons 67,69,70,71,81,85 • Journeys Tool Kit (4-6): <ul style="list-style-type: none"> Stage 1- Retelling- Lessons 4,5,14 Structure- Lessons 6,7,9 Monitoring Comp. Questions- Lessons 1,2,8,11,12,13 Analysis- Lessons 3,10 Stage 2- Retelling- Lessons 18,19,31,32,33 Structure- Lessons 20,21,22,25 Monitoring Comp. Questions- Lessons 15,16,23,27,28,29,30 Analysis- Lessons 17,24,26 Stage 3- Retelling- Lessons 35,36,45,46,47 Structure- Lessons 37,38,40 Monitoring Comp. Questions- Lessons 34,42,43,44 Analysis- Lessons 39,41 Stage 4- Retelling- Lessons 49,50,58,59,60 Structure- Lessons 51,52,54 Monitoring Comp. Questions- Lessons 48,56,57 Analysis- Lessons 53,55 • Intervention Central • FCRR Student Centered Activities-Comprehension-narrative text structure • FCRR Student Centered Activities- Comprehension Expository Text Structure • FCRR Student Centered Activities Comprehension- Text Analysis • FCRR Student Centered Activities Comprehension- Monitoring for understanding • iReady https://login.i-ready.com/

LAFS.5.SL.2.6	
Written Expression	
Writing Skills Standards: All Writing standards for grades K-5 as well as the following: LAFS.1.L.1.1a-g LAFS.1.L.1.2a-e LAFS.2.L.1.1a-g LAFS.2.L.1.2a-e LAFS.2.L.2.3 LAFS.3.L.1.1a-j LAFS.3.L.1.2a-g LAFS.3.L.2.3a-b LAFS.4.L.1.1a-j LAFS.4.L.1.2a-g LAFS.4.L.2.3a-b LAFS.5.L.1.1a-f LAFS.5.L.1.2a-e LAFS.5.L.2.3a-b	<ul style="list-style-type: none"> • Earobics Foundations (K-1): <u>Writing TE</u> -Process pp. 6-15, Structure and Mechanics pp. 16-25, Purpose pp. 26-45, Response to Reading pp. 46-71 • Earobics Connections (2-3): <u>Writing TE</u> -Structure and Mechanics pp. 2-12, Process pp. 13-20, Purpose pp. 22-36, Response to Reading pp. 37-48. • Write from the Beginning or Write from the Beginning and Beyond: Refer to WFTB yellow binder pg. 5 or WFTB&B Setting the Stage binder pp. 28-61 for grade level writing characteristics

Scientific/Evidence Based Intervention	
Mastery assessments provided with intervention programs listed below should be given in addition to easyCBM.	
Name	Protocol
Wilson Just Words Grades 4-12	45-minute lessons designed for groups of up to 15 students, 5 days per week.
Read 180	90 minutes per day of whole-group, small group, independent reading and practice on instructional software. (Scholastic Reading Inventory (SRI) determines reading level and placement in the program.)
Journeys Red Tab	Supplemental Tier 1 Instructional Materials
SRA Corrective Reading	45-minute lessons designed for groups up to 20 students, 5 times per week.
Quick Reads	15 minute daily lessons of direct instruction for fluency and comprehension.
Earobics Foundations and Connections	During the 30 to 45 minutes of daily intervention time, students focus on skills from two literacy areas with direct instruction. The Foundations software would be used three times per week for 15 to 20 minute sessions outside of the intervention time.
Great Leaps K-2	3-5 min. of Sound Awareness & Letter Recognition/Phonics Probes 15 min. Direct Strategy Instruction Aligned to Probe , independent reading, or read aloud When students master pg. 87, high-frequency words, phrases, and stories are added
Great Leaps 3-5	Give the assessment in the front of the book to determine which probe the student will begin with.
FCRR Activities	Can be used as an instructional support that aligns to the intervention.

Journeys Toolkit	15-minute lessons that target, apply, and practice key reading foundational skills for student in the primary grades. (FCRR activities supplemental)
Wilson Foundations	30 minutes daily lessons that target reading and spelling for small group or one to one instruction (double-dose is recommended for Tier 3)
Imagine Learning English	Imagine Learning recommends that students interact with the software at least 25 minutes per day, four days a week, in order to see maximum results.
100 Book Challenge - IRLA	Students read 30 minutes in class and 30 minutes at home. Quantity practice targets are set, monitored, and rewarded, ensuring every student adopts the independent reading routines.
Write from the Beginning	Success is determined at individual student level through the use of an <i>Improvement Rubric</i> to evaluate overall progress with in the intervention. The student goal is to score a minimum of 16 points.
Webber Basic Concept Kit*	Materials can be used with small groups of students to methodically teach receptive and expressive basic concepts*
Listening for Basic Concepts All Year*	This resource provides multiple lessons to methodically teach basic concepts to small groups.*
SRA Language for Learning*	A scripted language development program that can be used in a whole group or small group setting. Intervention should occur daily with 25-30 minutes for instruction and an additional 5-10 minutes for independent practice.*
Visualizing and Verbalizing**	Intervention should occur daily for a minimum of 30-45 minutes---dedicated solely to this program. It can be used with small groups or one to one.*
Seeing Stars**	Intervention should occur daily for a minimum of 30-45 minutes---dedicated solely to this program. It can be used with small groups or one to one. *
OLLIE Program*	Daily small group lessons *
iReady	Individual online lessons place students into instruction at their level based on diagnostic assessment results. The direct instruction lesson plans should be used in conjunction with the online component.

*Speech Language Pathologist will guide the use of these interventions.

**The required fidelity and training for this program cannot be supported by the district at this time.

Note: Each of the above interventions have multi-sensory elements embedded.

6th Grade Decision Tree

2 Years of Trend FSA Data	Course	Course Number	Qualifier	Main Resource	Supplemental Resources	Time	Recommended Class Size
						Delivery Method	
*Tier 2/3 Intensive Reading Intervention FSA Level: 1.1 1.2 1.3 2	Intensive Reading 1 <i>Teachers of this course will need their Reading Endorsement/ Certification</i>	1000010	U	Approved Comprehensive Intensive Reading Program (CIRP): Reading Plus iReady Wilson Reading System 44 Language! Language Live! Read 180 Plugged-In Achieve 3000	Imagine Learning (ELL)	47 Minutes Daily/ 90 Minutes Every Other Day <ul style="list-style-type: none">Whole Group Direct InstructionSmall Group Instruction For All Students: --Meet Each Block -Reading Strategies (UDL) -Strategic Instruction (UDL) -Data-Driven -Focus Changes OftenComputer-Assisted InstructionIndependent Reading	20 or Fewer <i>-Tier 2: Small Group 1:8 Ratio for students scoring 1.1, 1.2, 1.3 and 2</i> <i>-Tier 3: Small Group 1:3 Ratio (Students receiving Tier 3 instruction will be seen twice by teacher(s) for students scoring 1.1.)</i>
	Tier 2 Intervention FSA Level: 1.2 1.3 2 <i>Determine if the need is Reading or Writing based on FSA data when grouping students and setting purpose for instruction</i>	Research 1 or Reading 1 <i>Teachers of this course will need their Reading Endorsement/ Certification</i> or Language Arts 1 (Double Blocked with Tier 1)	1700000 1008010 1001010	G	Collections iReady Reading Plus Common Lit NewsELA Achieve 3000	Imagine Learning (ELL)	47 Minutes Daily/ 90 Minutes Every Other Day <ul style="list-style-type: none">Whole Group Direct InstructionSmall Group Instruction For All Students: --Meet Each Block -Reading Strategies (UDL) -Strategic Instruction (UDL) -Data-Driven -Focus Changes OftenComputer-Assisted InstructionIndependent Reading
If a student is not making adequate progress within an intervention,		then: -A different intervention can be implemented (e.g., if a student is not making predicted improvement when using System 44, the intervention can be replaced with Reading Plus). -The student can be scheduled to work with a different interventionist					
Progress Monitoring: -Students will be progress monitored approximately every 3 weeks via District Unit Assessments							

*Level 1: Tier 2 students for sure... Tier 3 if not responding to Tier 2 -- Students receiving Tier 3 will see their teacher/interventionist twice --
PST will determine which courses students will be assigned to based on the individual student data

6th Grade Decision Tree

	Course	Course Number	Qualifier	Main Resource	Supplemental Resources	Time	Recommended Class Size
Tier 1 FSA Level: 1-5 <i><u>Tiers 2 and 3 will have this course in addition to their intervention course</u></i>	Language Arts or Language Arts Advanced	Content Area Course Code	NA	Collections Common Lit NewsELA Achieve 3000	Imagine Learning (ELL)	47 Minutes Daily/ 90 Minutes Every Other Day	See Content Area Class Size
						<ul style="list-style-type: none"> • Whole Group Direct Instruction • Small Group Instruction: -Meet As Needed -Reading Strategies (UDL) -Strategic Instruction (UDL) -Data-Driven -Focus Changes Often • Computer-Assisted Instruction • Independent Reading 	

7th Grade Decision Tree

2 Years of Trend FSA Data	Course	Course Number	Qualifier	Main Resource	Supplemental Resources	Time	Recommended Class Size
						Delivery Method	
Tier 2/3 Intensive Reading Intervention FSA Level: 1.1 1.2 1.3 2 <i>Teachers of this course will need their Reading Endorsement/ Certification</i>	Intensive Reading 2	1000010	V	Approved Comprehensive Intensive Reading Program (CIRP): Reading Plus iReady Wilson Reading System 44 Language! Language Live! Read 180 Plugged-In Achieve 3000	Imagine Learning (ELL)	47 Minutes Daily/ 90 Minutes Every Other Day <ul style="list-style-type: none">Whole Group Direct InstructionSmall Group Instruction For All Students: --Meet Each Block -Reading Strategies (UDL) -Strategic Instruction (UDL) -Data-Driven -Focus Changes OftenComputer-Assisted InstructionIndependent Reading	20 or Fewer <i>-Tier 2: Small Group 1:8 Ratio</i> <i>-Tier 3: Small Group 1:3 Ratio (Students receiving Tier 3 instruction will be seen twice by teacher(s)).</i>
Tier 2 Intervention FSA Level: 1.2 1.3 2 <i>Determine if the need is Reading or Writing based on FSA data when grouping students and setting purpose for instruction</i>	Research 2 or Reading 2 or Language Arts 2 (Double Blocked with Tier 1)	1700010 1008040 1001040	H	Collections Reading Plus iReady Achieve 3000 Common Lit NewsELA	Imagine Learning (ELL)	47 Minutes Daily/ 90 Minutes Every Other Day/ 90 Minutes Daily <ul style="list-style-type: none">Whole Group Direct InstructionSmall Group Instruction For All Students: --Meet Each Block -Reading Strategies (UDL) -Strategic Instruction (UDL) -Data-Driven -Focus Changes OftenComputer-Assisted InstructionIndependent Reading	25 or Fewer
If a student is not making adequate progress within an intervention,		then: -A different intervention can be implemented (e.g., if a student is not making predicted improvement when using System 44, the intervention can be replaced with Reading Plus). -The student can be scheduled to work with a different interventionist					
Progress Monitoring: -Students will be progress monitored approximately every 3 weeks via District Unit Assessments							

7th Grade Decision Tree

	Course	Course Number	Qualifier	Main Resource	Supplemental Resources	Time	Recommended Class Size
Tier 1 FSA Level: 1-5 <i>Tiers 2 and 3 will have this course in addition to their intervention course</i>	Language Arts 2	Content Area Course Code	NA	Collections Common Lit NewsELA Achieve 3000	Imagine Learning (ELL)	47 Minutes Daily/ 90 Minutes Every Other Day	See Content Area Class Size
	or Language Arts Advanced 2					<ul style="list-style-type: none"> • Whole Group Direct Instruction • Small Group Instruction: -Meet As Needed -Reading Strategies (UDL) -Strategic Instruction (UDL) -Data-Driven -Focus Changes Often • Computer-Assisted Instruction • Independent Reading 	

8th Grade Decision Tree

2 Years of Trend FSA Data	Course	Course Number	Qualifier	Main Resource	Supplemental Resources	Time	Recommended Class Size
						Delivery Method	
Tier 2/3 Intensive Reading Intervention FSA Level: 1.1 1.2 1.3 2 <i>Teachers of this course will need their Reading Endorsement/ Certification</i>	Intensive Reading 3	1000010	W	Approved Comprehensive Intensive Reading Program (CIRP): Reading Plus iReady Wilson Reading System 44 Language! Language Live! Read 180 Plugged-In Achieve 3000	Imagine Learning (ELL)	47 Minutes Daily/ 90 Minutes Every Other Day	20 or Fewer
						<ul style="list-style-type: none">Whole Group Direct InstructionSmall Group Instruction For All Students: --Meet Each Block -Reading Strategies (UDL) -Strategic Instruction (UDL) -Data-Driven -Focus Changes OftenComputer-Assisted InstructionIndependent Reading	-Tier 2: Small Group 1:8 Ratio -Tier 3: Small Group 1:3 Ratio (Students receiving Tier 3 instruction will be seen twice by teacher(s)).
Tier 2 Intervention FSA Level: 1.2 1.3 2 <i>Determine if the need is Reading or Writing based on FSA data when grouping students and setting purpose for instruction</i>	Research 3	1700020	I	Collections iReady Reading Plus Common Lit NewsELA Achieve 3000	Imagine Learning (ELL)	47 Minutes Daily/ 90 Minutes Every Other Day/ 90 Minutes Daily	25 or Fewer
	or Reading 3 or Language Arts 3 (Double Blocked with Tier 1)	1008070 1001070				<ul style="list-style-type: none">Whole Group Direct InstructionSmall Group Instruction For All Students: --Meet Each Block -Reading Strategies (UDL) -Strategic Instruction (UDL) -Data-Driven -Focus Changes OftenComputer-Assisted InstructionIndependent Reading	
If a student is not making adequate progress within an intervention,		then: -A different intervention can be implemented (e.g., if a student is not making predicted improvement when using System 44, the intervention can be replaced with Reading Plus). -The student can be scheduled to work with a different interventionist					
Progress Monitoring: -Students will be progress monitored approximately every 3 weeks via District Unit Assessments							

8th Grade Decision Tree

	Course	Course Number	Qualifier	Main Resource	Supplemental Resources	Time	Recommended Class Size
Tier 1 FSA Level: 1-5 <i>Tiers 2 and 3 will have this course in addition to their intervention course</i>	Language Arts 3	Content Area Course Code	NA	Collections Common Lit NewsELA Achieve 3000	Imagine Learning (ELL)	47 Minutes Daily/ 90 Minutes Every Other Day	See Content Area Class Size
	or Language Arts Advanced 3					<ul style="list-style-type: none"> • Whole Group Direct Instruction • Small Group Instruction: -Meet As Needed -Reading Strategies (UDL) -Strategic Instruction (UDL) -Data-Driven -Focus Changes Often • Computer-Assisted Instruction • Independent Reading 	



9th Grade Decision Tree

2 Years of Trend FSA Data	Course	Course Number	Qualifier	Main Resource	Supplemental Resources	Time	Recommended Class Size
						Delivery Method	
Tier 2/3 Intensive Reading Intervention FSA Level: 1.1 1.2 1.3 2	Intensive Reading <i>Teachers of this course will need their Reading Endorsement/ Certification</i>	1000410	U	Approved Comprehensive Intensive Reading Program (CIRP): Reading Plus Wilson Reading System 44 Language! Language Live! Read 180 Plugged-In *Townsend Achieve 3000	Imagine Learning (ELL)	47 Minutes Daily/ 90 Minutes Every Other Day <ul style="list-style-type: none">Whole Group Direct InstructionSmall Group Instruction For All Students:<ul style="list-style-type: none">--Meet Each Block-Reading Strategies (UDL)-Strategic Instruction (UDL)-Data-Driven-Focus Changes OftenComputer-Assisted InstructionIndependent Reading	20 or Fewer <i>-Tier 2: Small Group 1:8 Ratio for students scoring 1.1, 1.2, 1.3 and 2</i> <i>-Tier 3: Small Group 1:3 Ratio (Students receiving Tier 3 instruction will be seen twice by teacher(s) for students scoring 1.1.)</i>
Tier 2 Intervention FSA Level: 1.2 1.3 2 <i>Determine if the need is Reading or Writing based on FSA data when grouping students and setting purpose for instruction</i>	Research 1	1700300	G	Reading Plus Common Lit NewsELA Achieve 3000	Imagine Learning (ELL)	47 Minutes Daily/ 90 Minutes Every Other Day <ul style="list-style-type: none">Whole Group Direct InstructionSmall Group Instruction For All Students:<ul style="list-style-type: none">-Reading Strategies (UDL)-Strategic Instruction (UDL)-Strategic Instruction-Data-Driven-Focus Changes OftenComputer-Assisted InstructionIndependent Reading	25 or Fewer
If a student is not making adequate progress within an intervention,		then: -A different intervention can be implemented (e.g., if a student is not making predicted improvement when using System 44, the intervention can be replaced with Reading Plus). -The student can be scheduled to work with a different interventionist					
Progress Monitoring: -Students will be progress monitored approximately every 3 weeks via District Unit Assessments							

*Townsend may be utilized in the event that the following standards are supplemented with other resources in order to build text sets:

LAFS.910.RL.1.3, LAFS.910.RL.2.5, LAFS.910.RL.2.6, LAFS.910.RL.3.7, LAFS.910.RL.3.9, LAFS.910.RL.3.7, LAFS.910.RL.3.9, LAFS.910.W.3.7, LAFS.910.W.3.8, LAFS.910.W.3.9, LAFS.910.SL.2.5, and LAFS.910.SL.2.6

9th Grade Decision Tree

	Course	Course Number	Qualifier	Main Resource	Supplemental Resources	Time	Recommended Class Size
Tier 1 FSA Level: 1-5 <i>Tiers 2 and 3 will have this course in addition to their intervention course</i>	English 1 or Honors English 1 or English 1 through ESOL	Content Area Course Code	NA	Collections Common Lit NewsELA Achieve 3000	Imagine Learning (ELL)	47 Minutes Daily/ 90 Minutes Every Other Day	See Content Area Class Size
						<ul style="list-style-type: none"> • Whole Group Direct Instruction • Small Group Instruction: -Meet As Needed -Reading Strategies (UDL) -Strategic Instruction (UDL) -Data-Driven -Focus Changes Often • Computer-Assisted Instruction • Independent Reading 	

10th Grade Decision Tree

2 Years of Trend FSA Data	Course	Course Number	Qualifier	Main Resource	Supplemental Resources	Time	Recommended Class Size
						Delivery Method	
Tier 3 Intensive Reading Intervention FSA Level: 1.1 1.2 1.3 2 <i>Teachers of this course will need their Reading Endorsement/ Certification</i>	Intensive Reading	1000410	V	Approved Comprehensive Intensive Reading Program (CIRP): Reading Plus Wilson Reading System 44 Language! Language Live! Read 180 Plugged-In *Townsend Achieve 3000	Imagine Learning (ELL)	47 Minutes Daily/ 90 Minutes Every Other Day <ul style="list-style-type: none">Whole Group Direct InstructionSmall Group Instruction For All Students: --Meet Each Block -Reading Strategies (UDL) -Strategic Instruction (UDL) -Data-Driven -Focus Changes OftenComputer-Assisted InstructionIndependent Reading	20 or Fewer <i>-Tier 2: Small Group 1:8 Ratio for students scoring 1.1, 1.2, 1.3 and 2</i> <i>-Tier 3: Small Group 1:3 Ratio (Students receiving Tier 3 instruction will be seen twice by teacher(s) for students scoring 1.1.)</i>
Tier 2 Intervention FSA Level: 1.2 1.3 2 <i>Determine if the need is Reading or Writing based on FSA data when grouping students and setting purpose for instruction</i>	Research 2	1700310	N	Reading Plus Common Lit NewsELA Achieve 3000	Imagine Learning (ELL)	47 Minutes Daily/ 90 Minutes Every Other Day <ul style="list-style-type: none">Whole Group Direct InstructionSmall Group Instruction For All Students: --Meet Each Block -Reading Strategies (UDL) -Strategic Instruction (UDL) -Data-Driven -Focus Changes OftenComputer-Assisted InstructionIndependent Reading	25 or Fewer
If a student is not making adequate progress within an intervention,		then: -A different intervention can be implemented (e.g., if a student is not making predicted improvement when using System 44, the intervention can be replaced with Reading Plus). -The student can be scheduled to work with a different interventionist					
Progress Monitoring: -Students will be progress monitored approximately every 3 weeks via District Unit Assessments							

*Townsend may be utilized in the event that the following standards are supplemented with other resources in order to build text sets:

LAFS.910.RL.1.3, LAFS.910.RL.2.5, LAFS.910.RL.2.6, LAFS.910.RL.3.7, LAFS.910.RL.3.9, LAFS.910.RL.3.7, LAFS.910.RL.3.9, LAFS.910.W.3.7, LAFS.910.W.3.8, LAFS.910.W.3.9, LAFS.910.SL.2.5, and LAFS.910.SL.2.6

10th Grade Decision Tree

	Course	Course Number	Qualifier	Main Resource	Supplemental Resources	Time	Recommended Class Size
Tier 1 FSA Level: 1-5 <i>Tiers 2 and 3 will have this course in addition to their intervention course</i>	English 2 or Honors English 2 or English 2 through ESOL	Content Area Course Code	NA	Collections Common Lit NewsELA Achieve 3000	Imagine Learning (ELL)	47 Minutes Daily/ 90 Minutes Every Other Day	See Content Area Class Size
						<ul style="list-style-type: none"> • Whole Group Direct Instruction • Small Group Instruction: -Reading Strategies (UDL) -Strategic Instruction (UDL) -Strategic Instruction -Data-Driven -Focus Changes Often • Computer-Assisted Instruction • Independent Reading 	



11th Grade Decision Tree

2 Years of Trend FSA Data	Course	Course Number	Qualifier	Main Resource	Supplemental Resources	Time	Recommended Class Size
						Delivery Method	
Tier 3 Intensive Reading Intervention FSA Level: 1.1 1.2 1.3 2 <i>Teachers of this course will need their Reading Endorsement/ Certification</i>	Intensive Reading	1000410	W	Approved Comprehensive Intensive Reading Program (CIRP): Reading Plus Wilson Reading System 44 Language! Language Live! Read 180 Plugged-In *Townsend Achieve 3000	Imagine Learning (ELL)	47 Minutes Daily/ 90 Minutes Every Other Day <ul style="list-style-type: none">Whole Group Direct InstructionSmall Group Instruction For All Students:<ul style="list-style-type: none">-Reading Strategies (UDL)-Strategic Instruction (UDL)-Strategic Instruction-Data-Driven-Focus Changes OftenComputer-Assisted InstructionIndependent Reading	20 or Fewer <i>-Tier 2: Small Group 1:8 Ratio for students scoring 1.1, 1.2, 1.3 and 2</i> <i>-Tier 3: Small Group 1:3 Ratio (Students receiving Tier 3 instruction will be seen twice by teacher(s) for students scoring 1.1.)</i>
						Tier 2 Intervention FSA Level: 1.2 1.3 2 <i>Determine if the need is Reading or Writing based on FSA data when grouping students and setting purpose for instruction</i>	Research 3
If a student is not making adequate progress within an intervention,		then: -A different intervention can be implemented (e.g., if a student is not making predicted improvement when using System 44, the intervention can be replaced with Reading Plus). -The student can be scheduled to work with a different interventionist					
Progress Monitoring: -Students will be progress monitored approximately every 3 weeks via District Unit Assessments							

*Townsend may be utilized in the event that the following standards are supplemented with other resources in order to build text sets:

LAFS.1112.RL.1.3, LAFS.1112.RL.2.5, LAFS.1112.RL.2.6, LAFS.1112.RL.3.7, LAFS.1112.RL.3.9, LAFS.1112.RI.3.7, LAFS.1112.RI.3.9, LAFS.1112.W.3.7, LAFS.1112.W.3.8, LAFS.1112.W.3.9, LAFS.1112.SL.2.5, and LAFS.1112.SL.2.6

11th Grade Decision Tree

	Course	Course Number	Qualifier	Main Resource	Supplemental Resources	Time	Recommended Class Size
Tier 1 FSA Level: 1-5 <i>Tiers 2 and 3 will have this course in addition to their intervention course</i>	English 3 or Honors English 3 or English 3 through ESOL	Content Area Course Code	NA	Collections Common Lit NewsELA Achieve 3000	Imagine Learning (ELL)	47 Minutes Daily/ 90 Minutes Every Other Day	See Content Area Class Size
						<ul style="list-style-type: none"> • Whole Group Direct Instruction • Small Group Instruction: -Reading Strategies (UDL) -Strategic Instruction (UDL) -Data-Driven -Focus Changes Often • Computer-Assisted Instruction • Independent Reading 	



12th Grade Decision Tree

2 Years of Trend FSA Data	Course	Course Number	Qualifier	Main Resource	Supplemental Resources	Time	Recommended Class Size
						Delivery Method	
Tier 3 Intensive Reading Intervention FSA Level: 1.1 1.2 1.3 2 <i>Teachers of this course will need their Reading Endorsement/ Certification</i>	Intensive Reading	1000410	W	Approved Comprehensive Intensive Reading Program (CIRP): Reading Plus Wilson Reading System 44 Language! Language Live! Read 180 Plugged-In *Townsend Achieve 3000	Imagine Learning (ELL)	47 Minutes Daily/ 90 Minutes Every Other Day <ul style="list-style-type: none">Whole Group Direct InstructionSmall Group Instruction For All Students: --Meet Each Block -Reading Strategies (UDL) -Strategic Instruction (UDL) -Data-Driven -Focus Changes OftenComputer-Assisted InstructionIndependent Reading	20 or Fewer <i>-Tier 2: Small Group 1:8 Ratio for students scoring 1.1, 1.2, 1.3 and 2</i> <i>-Tier 3: Small Group 1:3 Ratio (Students receiving Tier 3 instruction will be seen twice by teacher(s) for students scoring 1.1.)</i>
						Tier 2 Intervention FSA Level: 1.2 1.3 2 <i>Determine if the need is Reading or Writing based on FSA data when grouping students and setting purpose for instruction</i>	Critical Thinking Skills: Semester 1 Career Research and Decision Making: Semester 2
If a student is not making adequate progress within an intervention,		then: -A different intervention can be implemented (e.g., if a student is not making predicted improvement when using System 44, the intervention can be replaced with Reading Plus). -The student can be scheduled to work with a different interventionist					
Progress Monitoring: -Students will be progress monitored approximately every 3 weeks via District Unit Assessments							

*Townsend may be utilized in the event that the following standards are supplemented with other resources in order to build text sets:

LAFS.1112.RL.1.3, LAFS.1112.RL.2.5, LAFS.1112.RL.2.6, LAFS.1112.RL.3.7, LAFS.1112.RL.3.9, LAFS.1112.RI.3.7, LAFS.1112.RI.3.9, LAFS.1112.W.3.7, LAFS.1112.W.3.8, LAFS.1112.W.3.9, LAFS.1112.SL.2.5, and LAFS.1112.SL.2.6

12th Grade Decision Tree

	Course	Course Number	Qualifier	Main Resource	Supplemental Resources	Time	Recommended Class Size
Tier 1 FSA Level: 1-5 <i>Tiers 2 and 3 will have this course in addition to their intervention course</i>	English 4 or Honors English 4 or English 4 through ESOL	Content Area Course Code	NA	Collections Common Lit NewsELA Achieve 3000	Imagine Learning (ELL)	47 Minutes Daily/ 90 Minutes Every Other Day	See Content Area Class Size
						<ul style="list-style-type: none"> • Whole Group Direct Instruction • Small Group Instruction: -Meet As Needed -Reading Strategies (UDL) -Strategic Instruction (UDL) -Data-Driven -Focus Changes Often • Computer-Assisted Instruction • Independent Reading 	



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:** St. Lucie Public Schools
2. **Contact name for schools covered on this plan:** Kimberly Jay
3. **Contact phone number:** 772-429-7456
4. **Contact email:** kimberly.jay@stlucieschools.org
5. **Schools covered by this plan:** Chester A. Moore 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:** 8:35 am
2. **School dismissal time:** 3:25 pm
3. **Total number of instructional minutes per day:** 380
4. **Minutes per day of reading instruction (must be at least 150):** 150

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.**

These students are scheduled for the same school day as students who earned a level 1, 2, or 3 on the statewide standardized ELA assessment. The extra hour of instruction is differentiated based on student performance data. Students who earned a level 4 or level 5 are provided with enrichment during this instructional time in order to maintain high achievement levels. Within the LLI resource, there are reading levels and lessons that work above the grade level and will meet the students where they are specifically working. Therefore, like students who earned a level 1, 2, or 3 are receiving targeted instruction based on their needs, students who earned a level 4 or 5 are also receiving targeted instruction based on their needs for enrichment.

- 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.**

Teachers providing intensive reading instruction are rated effective or highly effective on the previous year evaluation. This evaluation includes student performance.

- 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.**

Research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency is a priority during this additional instructional hour. Leveled Literacy Intervention (LLI) is the teacher-led resource that is used during this time. Students are progress monitored for acceleration in reading through the LLI running records and three times a year using the Benchmark Assessment System (BAS) from Fountas and Pinnell. This resource has been used for a few years within our district. There are two ways to show student progress: the BAS diagnostic that takes place three times a year and the LLI Running Records that take place approximately every one-two weeks per student. The growth of students is closely monitored by the providers to ensure that student acceleration is occurring.

- 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.**

All students at the identified school are administered diagnostic and progress monitoring assessments. There are two ways to show student progress through LLI and BAS. The BAS diagnostic that takes place three times a year to ensure correct placement and monitor growth. The LLI Running Records that take place approximately every one-two weeks per student. The growth of students is closely monitored by the providers to ensure that student acceleration is occurring. Students are also administered the iReady diagnostic three times a year along with progress monitoring checks built within each student profiles. These assessments are used to determine if student specific needs are being addressed. In grades 2-5 students are also administered district reading unit assessments to determine their progress of mastery on the reading standards.

- 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.**

When determining an intensive reading intervention, all of these components were part of the rubric in the selection process. Only interventions that had these were considered. LLI from Fountas and Pinnell is rated high in these areas and is evidence based to address reading deficiencies. New teachers are trained each year and refresher training is also offered on the specific components of the program to include all areas with a specific focus on guided practice, error correction, and feedback. There is also a district curriculum specialist who supports this school in implementation with fidelity.

- 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.**

Content based reading is incorporated into the intervention so students are exposed to literature and non-fiction texts. LLI provides a wide range of reading text types, genres, and topics that are embedded throughout all levels. These topics enrich students through the social studies and the sciences. Text discussion and writing in response to reading are embedded in the lessons that are provided in the lessons of LLI.

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

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Section 1: Contact Information

1. **District name:** St. Lucie Public Schools
2. **Contact name for schools covered on this plan:** Kimberly Jay
3. **Contact phone number:** 772-429-7456
4. **Contact email:** kimberly.jay@stlucieschools.org
5. **Schools covered by this plan:** Lakewood Park 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:** 8:20 am
2. **School dismissal time:** 3:10 pm
3. **Total number of instructional minutes per day:** 380
4. **Minutes per day of reading instruction (must be at least 150):** 150

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.**

These students are scheduled for the same school day as students who earned a level 1, 2, or 3 on the statewide standardized ELA assessment. The extra hour of instruction is differentiated based on student performance data. Students who earned a level 4 or level 5 are provided with enrichment during this instructional time in order to maintain high achievement levels. Within the LLI resource, there are reading levels and lessons that work above the grade level and will meet the students where they are specifically working. Therefore, like students who earned a level 1, 2, or 3 are receiving targeted instruction based on their needs, students who earned a level 4 or 5 are also receiving targeted instruction based on their needs for enrichment.

- 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.**

Teachers providing intensive reading instruction are rated effective or highly effective on the previous year evaluation. This evaluation includes student performance.

- 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.**

Research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency is a priority during this additional instructional hour. Leveled Literacy Intervention (LLI) is the teacher-led resource that is used during this time. Students are progress monitored for acceleration in reading through the LLI running records and three times a year using the Benchmark Assessment System (BAS) from Fountas and Pinnell. This resource has been used for a few years within our district. There are two ways to show student progress: the BAS diagnostic that takes place three times a year and the LLI Running Records that take place approximately every one-two weeks per student. The growth of students is closely monitored by the providers to ensure that student acceleration is occurring.

- 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.**

All students at the identified school are administered diagnostic and progress monitoring assessments. There are two ways to show student progress through LLI and BAS. The BAS diagnostic that takes place three times a year to ensure correct placement and monitor growth. The LLI Running Records that take place approximately every one-two weeks per student. The growth of students is closely monitored by the providers to ensure that student acceleration is occurring. Students are also administered the iReady diagnostic three times a year along with progress monitoring checks built within each student profiles. These assessments are used to determine if student specific needs are being addressed. In grades 2-5 students are also administered district reading unit assessments to determine their progress of mastery on the reading standards.

- 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.**

When determining an intensive reading intervention, all of these components were part of the rubric in the selection process. Only interventions that had these were considered. LLI from Fountas and Pinnell is rated high in these areas and is evidence based to address reading deficiencies. New teachers are trained each year and refresher training is also offered on the specific components of the program to include all areas with a specific focus on guided practice, error correction, and feedback. There is also a district curriculum specialist who supports this school in implementation with fidelity.

- 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.**

Content based reading is incorporated into the intervention so students are exposed to literature and non-fiction texts. LLI provides a wide range of reading text types, genres, and topics that are embedded throughout all levels. These topics enrich students through the social studies and the sciences. Text discussion and writing in response to reading are embedded in the lessons that are provided in the lessons of LLI.

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

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Section 1: Contact Information

- 1. District name:** St. Lucie Public Schools
- 2. Contact name for schools covered on this plan:** Kimberly Jay
- 3. Contact phone number:** 772-429-7456
- 4. Contact email:** kimberly.jay@stlucieschools.org
- 5. Schools covered by this plan:** Lawnwood 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:** 8:25 am
- 2. School dismissal time:** 3:15 pm
- 3. Total number of instructional minutes per day:** 380
- 4. Minutes per day of reading instruction (must be at least 150):** 150

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.**

These students are scheduled for the same school day as students who earned a level 1, 2, or 3 on the statewide standardized ELA assessment. The extra hour of instruction is differentiated based on student performance data. Students who earned a level 4 or level 5 are provided with enrichment during this instructional time in order to maintain high achievement levels. Within the LLI resource, there are reading levels and lessons that work above the grade level and will meet the students where they are specifically working. Therefore, like students who earned a level 1, 2, or 3 are receiving targeted instruction based on their needs, students who earned a level 4 or 5 are also receiving targeted instruction based on their needs for enrichment.

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Teachers providing intensive reading instruction are rated effective or highly effective on the previous year evaluation. This evaluation includes student performance.

- 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.**

Research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency is a priority during this additional instructional hour. Leveled Literacy Intervention (LLI) is the teacher-led resource that is used during this time. Students are progress monitored for acceleration in reading through the LLI running records and three times a year using the Benchmark Assessment System (BAS) from Fountas and Pinnell. This resource has been used for a few years within our district. There are two ways to show student progress: the BAS diagnostic that takes place three times a year and the LLI Running Records that take place approximately every one-two weeks per student. The growth of students is closely monitored by the providers to ensure that student acceleration is occurring.

- 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.**

All students at the identified school are administered diagnostic and progress monitoring assessments. There are two ways to show student progress through LLI and BAS. The BAS diagnostic that takes place three times a year to ensure correct placement and monitor growth. The LLI Running Records that take place approximately every one-two weeks per student. The growth of students is closely monitored by the providers to ensure that student acceleration is occurring. Students are also administered the iReady diagnostic three times a year along with progress monitoring checks built within each student profiles. These assessments are used to determine if student specific needs are being addressed. In grades 2-5 students are also administered district reading unit assessments to determine their progress of mastery on the reading standards.

- 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.**

When determining an intensive reading intervention, all of these components were part of the rubric in the selection process. Only interventions that had these were considered. LLI from Fountas and Pinnell is rated high in these areas and is evidence based to address reading deficiencies. New teachers are trained each year and refresher training is also offered on the specific components of the program to include all areas with a specific focus on guided practice, error correction, and feedback. There is also a district curriculum specialist who supports this school in implementation with fidelity.

- 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.**

Content based reading is incorporated into the intervention so students are exposed to literature and non-fiction texts. LLI provides a wide range of reading text types, genres, and topics that are embedded throughout all levels. These topics enrich students through the social studies and the sciences. Text discussion and writing in response to reading are embedded in the lessons that are provided in the lessons of LLI.

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:** St. Lucie Public Schools
- 2. Contact name for schools covered on this plan:** Kimberly Jay
- 3. Contact phone number:** 772-429-7456
- 4. Contact email:** kimberly.jay@stlucieschools.org
- 5. Schools covered by this plan:** St. Lucie 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:** 8:30 am
- 2. School dismissal time:** 3:20 pm
- 3. Total number of instructional minutes per day:** 380
- 4. Minutes per day of reading instruction (must be at least 150):** 150

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.**

These students are scheduled for the same school day as students who earned a level 1, 2, or 3 on the statewide standardized ELA assessment. The extra hour of instruction is differentiated based on student performance data. Students who earned a level 4 or level 5 are provided with enrichment during this instructional time in order to maintain high achievement levels. Within the LLI resource, there are reading levels and lessons that work above the grade level and will meet the students where they are specifically working. Therefore, like students who earned a level 1, 2, or 3 are receiving targeted instruction based on their needs, students who earned a level 4 or 5 are also receiving targeted instruction based on their needs for enrichment.

- 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.**

Teachers providing intensive reading instruction are rated effective or highly effective on the previous year evaluation. This evaluation includes student performance.

- 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.**

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- 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.**

All students at the identified school are administered diagnostic and progress monitoring assessments. There are two ways to show student progress through LLI and BAS. The BAS diagnostic that takes place three times a year to ensure correct placement and monitor growth. The LLI Running Records that take place approximately every one-two weeks per student. The growth of students is closely monitored by the providers to ensure that student acceleration is occurring. Students are also administered the iReady diagnostic three times a year along with progress monitoring checks built within each student profiles. These assessments are used to determine if student specific needs are being addressed. In grades 2-5 students are also administered district reading unit assessments to determine their progress of mastery on the reading standards.

- 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.**

When determining an intensive reading intervention, all of these components were part of the rubric in the selection process. Only interventions that had these were considered. LLI from Fountas and Pinnell is rated high in these areas and is evidence based to address reading deficiencies. New teachers are trained each year and refresher training is also offered on the specific components of the program to include all areas with a specific focus on guided practice, error correction, and feedback. There is also a district curriculum specialist who supports this school in implementation with fidelity.

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Section 1: Contact Information

- 1. District name:** St. Lucie Public Schools
- 2. Contact name for schools covered on this plan:** Kimberly Jay
- 3. Contact phone number:** 772-429-7456
- 4. Contact email:** kimberly.jay@stlucieschools.org
- 5. Schools covered by this plan:** White City 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:** 9:20 am
- 2. School dismissal time:** 4:10 pm
- 3. Total number of instructional minutes per day:** 380
- 4. Minutes per day of reading instruction (must be at least 150):** 150

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.**

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