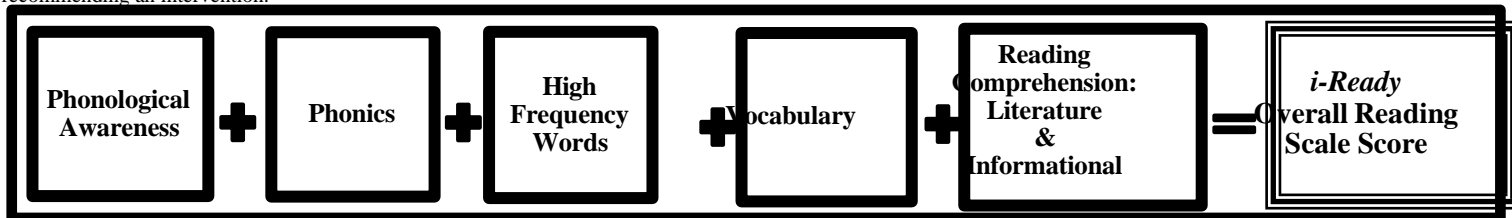


# Grade 1 Identification/Intervention Decision Tree

Grade level proficiency is the goal for all students. PM1, PM2, and i-Ready data will be used along with other relevant data to determine supports, scaffolds and interventions for students. Parents are to be informed and involved in the plan for intervention if a child's data identifies significant reading deficiencies. The expectation is for all students to make a year's growth or more. Indicators are not to be used in isolation when making instructional decisions. Consider the whole child and all aspects of reading when recommending an intervention.



**Beginning of the Year:** For all students, revisit and teach phoneme manipulation (blending, segmentation, deletion, addition, & substitution) using 95 Percent Group Lessons. Refer to [Overview Documents—Daily Plans](#), [BEST Analysis Sheets](#), and [district support documents](#) in conjunction with Florida's [B.E.S.T. Standards for ELA and Appendices](#) when planning 90 minutes of core instruction with Benchmark Advance instructional materials.

**IF a student's FAST - STAR Reading scale score falls BELOW – PM1: 750; PM2: 789... OR**

**IF a student's i-Ready diagnostic score falls BELOW – D1: 392; D2: 415**

<b>IF a student's scale score is one grade level or more below target,</b>	<b>THEN</b> administer the Phonics Screener for Intervention (PSI) to identify foundational skill gaps to be addressed during intervention.
<b>IF a student's performance on the PSI indicates below grade level performance,</b>	<b>THEN</b> intervention should be provided daily outside of the 90 minute uninterrupted ELA Instruction. Progress monitor with PSI or <i>DIBELS Next</i> Nonsense Word Fluency (NWF).
<b>IF student does not show mastery of PSI Skill 1 or struggles with PSI Skill 2 after 4 weeks of direct explicit instruction,</b>	<b>THEN</b> administer the Phonological Awareness Screener for Intervention, (PASI). Skill 5, Phonological awareness instruction should be infused in all small group and intervention lessons. Progress monitor with the <b>PASI, Skill 5 and PSI</b> or <i>DIBELS</i> Phoneme Segmentation Fluency (PSF).
<b>IF a student's scale score is below target on the i-Ready diagnostic,</b>	<b>THEN</b> review Error Pattern Analysis (EPA) of most recent BBA Quarterly Fluency Assessment (ORF) to determine if fluency intervention is necessary.
<b>IF a student's ORF is NOT at grade level target (accurate but slow),</b>	<b>THEN</b> proceed with intervention to address all aspects of fluency to increase reading comprehension of grade level text.
<b>IF a student's ORF is NOT at grade level target (due to accuracy issues),</b>	<b>THEN</b> proceed with phonics and decoding intervention connected to text. Intervention instruction should be provided outside the 90 minute uninterrupted ELA Instruction. Progress monitor with BBA Quarterly Fluency Assessment and PSI.
<b>IF a student's ORF is at or above grade level target,</b>	<b>THEN</b> continue with standards-based instruction. Use Error Pattern Analysis (EPA) of BBA Quarterly Assessment to differentiate small group instruction to address identified skill and strategy gaps to strengthen decoding skill
<b>IF a student has not mastered PA skills,</b>	<b>THEN</b> provide blended phonics intervention infusing phonological awareness skills not mastered. Progress monitor with the PASI, WRF, or PSF and the PSI, Skill 5.1-5.11
<b>IF a student's data indicates reading performance is a year or more below target,</b>	<b>THEN</b> a daily intervention plan should be implemented. Decoding and Fluency are a necessary prerequisite for comprehension. Therefore, Phonological Awareness, Phonics, and Fluency deficiencies should be addressed <b>prior to or be embedded within</b> Comprehension and Vocabulary intervention.

### \*First Grade Progress Monitoring Indicators

	End of 1st 9 Weeks	End of 2nd 9 Weeks	End of 3rd 9 Weeks	End of 4th 9 Weeks
<b>PASI 3.1 Skill Level</b>	5.11			
<b>PSI Skill Level</b>	2	4	5	6
<b>Reading Comprehension</b>	70%	70%	70%	70%
<b>Oral Reading Fluency (WCPM)</b>		29	44	60

### In Pursuant of section 1011.25 and 1008.25, Florida Statutes; State Board Rule 6A-6.053 – Tier 3 - Substantial Deficiency in Reading

Students who ended the previous year receiving Tier 3 instruction as determined by IEP, LEP, IPST and MTSS teams and students not making expected progress in Tier 2 interventions (determined by IPST teams based on individual progression goals) or those who have FAST-STAR (below 10<sup>th</sup> percentile rank) results that indicate a substantial reading deficiency must be provided intervention services until the student is approaching ELA proficiency. Students identified with a substantial deficit in reading must be enrolled in an Intervention Course B and be provided daily intervention **beyond** their core ELA Instruction from an effective teacher with the required reading credential. Parents receive formal communication (PMP) of a substantial reading deficiency and are provided a "[Read at Home](#)" plan which provides strategies and resources to help with reading at home. Monthly updates regarding progress should occur until the deficiency is remedied or when an IPST determines intervention should move from Tier 3 to Tier 2. 9.2023

## K-2 Progress Monitoring Indicators

These data points represent on-level performance, negligible risk, high end of score range. Consider the whole child and progress made through the entire year when making decisions regarding promotion and retention. If a student scores below in an indicator, this does not equate to below grade level performance.

	Kindergarten				1 <sup>st</sup> Grade				2 <sup>nd</sup> Grade			
	End of 1 <sup>st</sup> 9 weeks	End of 2 <sup>nd</sup> 9 weeks	End of 3 <sup>rd</sup> 9 weeks	End of 4 <sup>th</sup> 9 weeks	End of 1 <sup>st</sup> 9 weeks	End of 2 <sup>nd</sup> 9 weeks	End of 3 <sup>rd</sup> 9 weeks	End of 4 <sup>th</sup> 9 weeks	End of 1 <sup>st</sup> 9 weeks	End of 2 <sup>nd</sup> 9 weeks	End of 3 <sup>rd</sup> 9 weeks	End of 4 <sup>th</sup> 9 weeks
PASI 3.1 Skill Number	5.1	5.3	5.8	5.11	5.11							
KLS Letter Naming	15/26	22/26	25/26	26/26								
KLS Letter Sounds	15/31	22/31	28/31	31/31								
KLS High Frequency Words		15-18	30-33	45-50								
PSI Skill Number				2	2	4	5	6	6	7	8	9-10
Oral Reading Fluency <a href="#">50<sup>th</sup> National Norms – 2017</a>						29	44	60	50	84	92	100
*PSF (Phoneme Segmentation)	15	43		53	47	57		61				
*NWF – CLS Fluency OPM (Correct Letter Sounds)	20	36		49	47	78		87	86	103		117
*NWF – WRC Fluency OPM (Words Read Correctly)	0	9		13	16	26		28	25	36		39
*WRF Fluency OPM (Word Reading Fluency)	0	10		18	20	33		50	50	63		70
* <a href="#">Maze</a> - OPM for Comp. & Vocab.									11	14		18
i-Ready Mid-Yr. Range <a href="#">Grade Level Scale Score</a>	396-423				458-479				513-536			

\*DIBELS 8<sup>th</sup> edition and \*\*DIBELS Next are Brevard's tools used for Ongoing Progress Monitoring (OPM).

### Reading Instruction aligns to Florida's Formula for Success, 6 + 4 + T1 + T2 + T3.

#### Evidenced-Based Core Instruction – Tier 1 - 90 Minutes of Uninterrupted ELA Instruction – All Students

	Phonological Awareness	Phonics/Language	Fluency	Vocabulary & Comprehension <small>(Includes oral vocabulary and listening comprehension)</small>
<b>Core Instruction Benchmark Advance</b> State Approved Curriculum	Instruction is aligned to Florida's B.E.S.T. Standards for ELA and the Science of Reading. Curriculum design builds content knowledge; provides systematic, scaffolded instruction; incorporates writing in response to reading; includes opportunities for accommodated learning (IEP, ESOL, 504); and incorporates the principles of Universal Design for Learning (34 C.F.R. 200.2(b)(2)(ii)). The district's Unit Guides include pacing of identified mini-lessons for standards alignment and assessment in each unit. Weekly lessons provide multi-sensory, explicit, systematic, and sequential instruction for addressing 'benchmark stacks' that include all strands within ELA in whole and small group settings. Collaborative discussions, scaffolded questioning, and instructional routines are essential to daily instruction.			
<b>Core Assessment</b>	KLS, i-Ready	BBA Quarterly, STAR KLS, and i-Ready	BBA Quarterly Fluency 1/2	BBA Quarterly, STAR, i-Ready, Language/Listening Comprehension Passages

#### Evidence-Based Supplemental Instruction – Tier 2– Intervention Course A – In addition to 90 minutes of core for identified students

<b>Supplemental Instruction</b> <small>Supplemental technology can be used as a Tier 2/3 intervention when paired with teacher directed lessons.</small>	95% PA Lessons, <a href="#">Lexia</a> , i-Ready <a href="#">Empowering Teachers</a> , Starlit	95% Phonics & Blending, <a href="#">UFLI</a> , <a href="#">Lexia</a> , <a href="#">FCRR Resources</a> , <a href="#">Empowering Teachers</a>	<a href="#">FCRR Resources</a> , Read Naturally, <a href="#">Empowering Teachers - Fluency</a>	<a href="#">FCRR Resources</a> , <a href="#">Empowering Teachers</a> , 95% Comprehension, Expanding Expression Tool, i-Ready Toolbox
<b>Ongoing Progress Monitoring</b>	PASI, Lexia, easyCBM	Lexia, <a href="#">Spelling/Vocab Inventory</a> , PSI, easyCBM, <a href="#">Writing Sample</a>	* <a href="#">ORF</a> , easyCBM	* <a href="#">ORF</a> , easyCBM, <a href="#">Maze</a> , <a href="#">Writing Sample</a> , Lexia, i-Ready instruction

#### ESSA Evidence-Based Intensive Instruction – Tier 3 Substantially Deficient Intervention Course B – In addition to core and/or Tier 2/3

<b>Intensive Instruction</b> 1008.25(4)(c),F.S.	95% PA, <a href="#">Lexia</a> , Barton	PLL, SIPPS, <a href="#">Lexia</a> Barton	PLL, Barton	Reading Mastery, <a href="#">Lexia</a> Lessons, Toolkit Intervention Lessons, Visualizing & Verbalizing
<b>Ongoing Progress Monitoring</b>	PASI, * <a href="#">PSF</a> , easyCBM	* <a href="#">NWF-WRC</a> , * <a href="#">ORF</a> , PSI	* <a href="#">NWF-WRC</a> , * <a href="#">ORF</a> , <a href="#">PSI-PLL</a> , easyCBM	* <a href="#">ORF</a> , * <a href="#">Maze</a>
Formal Diagnostic	In the few cases when student data is conflicting or insufficient, a formal reading diagnostic may need to be administered for due diligence in pursuing what is in the best interest of a student's welfare, such as but not limited to the <i>DAR</i> or <i>ERDA</i> .			
Unique Accommodation for eligible SWD	The <i>TOWRE-2</i> will be administered to students with an active IEP as part of the eligibility process for the FAST Unique Accommodation, Auditory Presentation, in accordance with Rule 6A1.0943, Florida Administrative Code (F.A.C.)			

**IF** a student's data indicates reading performance is a year or more below target, **THEN** a daily intervention plan should be implemented immediately. Parents receive formal communication when a school team determines intervention should move from Tier 2 to Tier 3. Students who are enrolled in Intervention Course B must receive their intervention instruction from an effective teacher with the required reading credential. A PMP should be in place indicating strategies and interventions in place to address reading deficiency. Families must receive ongoing communication on student's progress and provided access to supports to help with reading at home (6A-6.053(10-12)). Reference the *IES Practice Guides – Assisting Students Struggling with Reading; RtI* and *Improving Adolescent Literacy: Effective Instruction* for additional guidance to accelerate learning. Hattie's effect size <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement>.

Refer to the Intervention Flow Charts for ELL students (10/23).