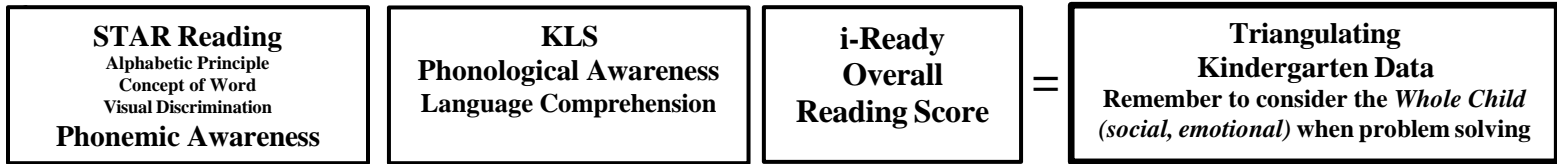


Kindergarten Identification/Intervention Decision Tree

The **FAST PM1 - STAR Early Literacy/Reading** assessment will be administered as the universal screener. The Phonological Awareness and Language Comprehension components of the *Kindergarten Literacy Survey (KLS)* will be administered within the first month of school. This data, in conjunction with VPK or other Pre-Kindergarten data, will be used to identify which students need immediate scaffolds and intervention at the beginning of the school year.



IF a student’s initial scale score is a **661 or higher** on the *STAR Reading* universal screener, **THEN** the student will be provided multiple Oral Language and Print Concepts experiences, exposing them to the foundational skills necessary for Phonological Awareness mastery.

IF a student’s PM1 scale score is a **660 or lower** on the Star Reading universal screener, **OR...**

- **IF a student is repeating Kindergarten** or initial Kindergarten assessment data reflects below targeted performance, **THEN** a PMP is initiated, and parents are notified of the school’s plan for intervention through the MTSS process.
- **IF Pre-Kindergarten** measures indicated that a student had not made adequate progress and the student is still working below grade level as indicated by performance on initial Kindergarten assessments, **THEN** a PMP is initiated, and parents are notified of the school’s plan for intervention through the MTSS process.
- **IF** a student’s score on *KLS Phonological Awareness* is below **7** correct, **THEN** administer the Phonological Awareness Screener for Intervention (PASI, Skill 5) to determine needs for phonological awareness intervention.

IF a student’s PM2 scale score is a **701 or lower** on the STAR Literacy universal screener, **THEN** follow the steps above for PM1.

IF a student’s performance on the PASI indicates below target phonological awareness, THEN PA intervention should be provided which is systematic, explicit and multi-sensory. Progress monitor with the PASI, starting at Skill 5.1.	IF a student’s performance on the PASI indicates on target phonological awareness, THEN analyze listed <i>data from above chart</i> and other teacher selected data for addressing skill gaps with guided practice which provide the scaffolding needed for students to successfully apply learning.
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After each i-Ready diagnostic...
IF student’s Overall Reading scale score falls BELOW Diagnostic 1: 336; Diagnostic 2: 362 AND/OR...

IF a student’s score on *KLS Phonemic Awareness* is below **11** correct, **THEN** administer the Phonological Awareness Screener for Intervention (PASI), starting at Skill 5 to determine needs for phonological awareness intervention.

IF a student’s performance on Phonological Awareness of i-Ready Diagnostic falls in the red range, THEN administer PASI Skill 5 to identify instructional focus for PA intervention, evidence-based materials. OPM with PASI.	IF a student’s performance on Phonological Awareness of i-Ready Diagnostic falls in the yellow range, THEN provide targeted small group instruction, which explicitly teaches PA skills using a multi-sensory, systematic approach.
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Second Semester

IF a student’s score on *KLS Phonemic Awareness* is below **11** correct, **THEN** administer the Phonological Awareness Screener for Intervention (PASI), starting at Skill 5 to determine needs for phonological awareness intervention.

IF a student’s performance falls within At-Risk range on i-Ready Diagnostic, THEN administer PASI, Skill 5 to determine need for phonological awareness intervention. Progress monitor with the PASI. IF a student’s performance in Phonemic Awareness on KLS is below 11 correct, THEN provide targeted intervention to address phonemic awareness proficiency. Progress monitor with the PASI.	IF a student’s performance on the PASI indicates on target phonological awareness, THEN administer <i>DIBELS</i> Nonsense Word Fluency (NWF) measure to determine focus of intervention. OPM with NWF. IF a student’s performance falls within 16 th -25 th percentile in PA, or Phonics on i-Ready Diagnostic, THEN provide targeted small group instruction, which explicitly teaches PA and Phonics skills using a multi-sensory, systematic approach. OPM with PASI or PSI.
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Kindergarten Progress Monitoring Indicators				
	End of 1st 9 Weeks	End of 2nd 9 Weeks	End of 3rd 9 Weeks	End of 4th 9 Weeks
PASI 3.1 Skill Level	5.1	5.3	5.8	5.11
Language Comprehension	7/10	7/10	7/10	7/10

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

Retained 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 students who have a FAST-STAR score below the 10th Percentile Rank *are identified as substantially deficient in reading*. Students identified with a substantial deficit in reading must be provided an intervention **beyond** their core ELA Instruction from an effective teacher with the required reading credential. Parents receive formal communication (PMP) and monthly progress updates of a substantial reading deficiency to include a plan that provides families strategies and resources to support reading at home.

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 st Grade				2 nd Grade			
	End of 1 st 9 weeks	End of 2 nd 9 weeks	End of 3 rd 9 weeks	End of 4 th 9 weeks	End of 1 st 9 weeks	End of 2 nd 9 weeks	End of 3 rd 9 weeks	End of 4 th 9 weeks	End of 1 st 9 weeks	End of 2 nd 9 weeks	End of 3 rd 9 weeks	End of 4 th 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 50th National Norms – 2017						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
* Maze - OPM for Comp. & Vocab.									11	14		18
i-Ready Mid-Yr. Range Grade Level Scale Score	396-423				458-479				513-536			

*DIBELS 8th 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>
Core Instruction Benchmark Advance 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.			
Core Assessment	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

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

Intensive Instruction 1008.25(4)(c),F.S.	95% PA, Lexia , Barton	PLL, SIPPS, Lexia Barton	PLL, Barton	Reading Mastery, Lexia Lessons, Toolkit Intervention Lessons, Visualizing & Verbalizing
Ongoing Progress Monitoring	PASI, * PSF , easyCBM	* NWF-WRC , * ORF , PSI	* NWF-WRC , * ORF , PSI-PLL , easyCBM	* ORF , * Maze
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).