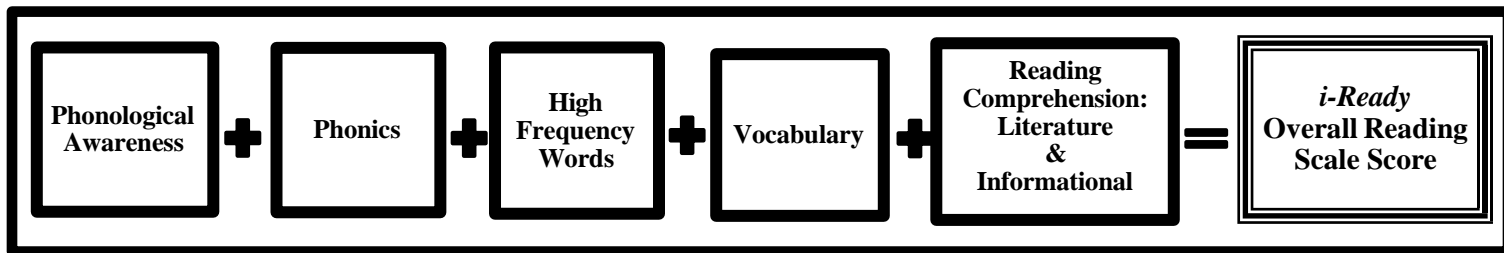


# Grade 2 Identification/Intervention Decision Tree

Grade level proficiency is the goal for all students. The FAST-STAR Reading PM1, PM2, and i-Ready diagnostic 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 that all students will make a year’s growth or more. Indicators are not to be used in isolation; consider the whole child and all aspects of reading when determining next steps and recommending intervention.



**Beginning of the Year:** Teach blends and digraphs in closed syllable words (CVC/VC), silent e, long and short vowels skills (95 Percent Group lessons). Incorporate fluency lessons into ELA instruction including reading high frequency words, sight words and word phrases in connected text. Refer to BEST Appendix E, [BEST Analysis Sheets](#), [Overview Documents—Daily Plans](#) and district support documents in conjunction with Florida’s [B.E.S.T. Standards for ELA](#) when planning 90 minutes of core instruction with Benchmark Advance instructional materials.

**IF student’s FAST Star Reading scale score falls BELOW – PM 1: 868; PM 2: 893... OR**

**IF student’s i-Ready Diagnostic overall reading score falls BELOW – D1: 443; D2: 475**

<b>IF</b> a student’s scale score is one grade level or more <i>below</i> target,	<b>THEN</b> review Error Pattern Analysis (EPA) of most recent BBA Quarterly Fluency Assessment (ORF) to determine if there is a fluency or phonics gap. Decoding and Fluency are a necessary prerequisite for comprehension. Therefore, Phonological Awareness, Phonics, and Fluency Deficiencies should be addressed <i>prior to or be embedded within</i> Comprehension and Vocabulary intervention lessons.
<b>IF</b> a student’s ORF score is below grade level target for time of the year,	<b>THEN</b> administer Phonics Screener for Intervention (PSI) to identify foundational skill gaps to be addressed during intervention instruction.
<b>IF</b> a student’s ORF is <b>NOT</b> at grade level target (due to accuracy issues),	<b>THEN</b> proceed with phonics and decoding intervention connected to text. Continue explicit phonics intervention using PLL lessons. Progress monitor with the Phonics Screener for Intervention (PSI) or DIBELS Oral Reading Fluency (ORF).
<b>IF</b> a student’s ORF is at or above grade level target,	<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 skills.
<b>IF</b> a student’s phonics and fluency are at the grade level target, but vocabulary and comprehension are <i>below</i> grade level,	<b>THEN</b> provide explicit small group intervention utilizing one of the recommended vocabulary or comprehension programs which focus on word analysis, including roots, affixes and how they change word meaning, and comprehension of fiction and informational text. Progress monitor using Maze or easyCBM.

(Note: *DIBELS* ORF measures are grade level text with no picture support similar to normed assessments.)

### \*Second Grade Progress Monitoring Indicators

	End of 1st 9 Weeks	End of 2nd 9 Weeks	End of 3rd 9 Weeks	End of 4th 9 Weeks
PSI Skill Level	6	7	8	9-10
Reading Comprehension Passages	70%	70%	70%	70%
Oral Reading Fluency (WCPM)	50	84	92	100

### 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.

## 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
*Maze - 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).