

## An Academic Support Plan for K-3 Readers

This document is to provide technical assistance regarding students experiencing reading difficulties.  
The state has created a three tiered academic support plan for K-3 students.

TIER ONE	TIER TWO	TIER THREE
Students Never Retained – with Identified Reading Deficiency 1008.25(7)(b) 7, F.S.	Students Retained Once 1008.25(7)(a), F.S. 1008.25(7)(b), F.S.	Students Retained Two Times in the Same Academic Grade 1008.25(7)(b) 8, F.S.
READ INITIATIVE	READ INITIATIVE	INTENSIVE ACCELERATION

Just Read, Florida! recommends at least a 90 minute reading block for K-5 students. In addition to the 90 minute block of initial instruction and differentiated instruction, extra time in the school day should be provided for students that are having difficulty. Screening, progress monitoring, and diagnostic assessments must be readily available at every school and be used to guide instruction.

90 Minute Reading Block								
Instruction	Range of Time	Class Configuration					Examples of Teacher-Lead Activities	
<b>Initial</b>  90+ minutes daily	25-60 minutes	<b>Whole Group</b>					Work with Core Comprehensive Reading Program (CCRP)  <b>Phonemic Awareness:</b> ✓ Manipulating sounds ✓ Segmenting sounds ✓ Blending sounds <b>Phonics &amp; Fluency:</b> ✓ Sound-letter relationships ✓ Blending & decodables ✓ Dictation <b>Vocabulary &amp; Comprehension:</b> ✓ Pre-reading strategies ✓ Reading ✓ Post reading	
		<b>Small Groups (Group 1-5)**</b>					<b>Group 1:</b> segment sounds with Elkonin boxes  <b>Group 2:</b> word building with letters and pocket charts  <b>Group 3:</b> review complex blending strategies  <b>Group 4:</b> reread the decodable book  <b>Group 5:</b> choral reading of a new poem	
		15-20 minutes*	M	T	W	T		F
		Session 1	1	4	2	5		3
		Session 2	2	5	3	1		4
Session 3	3	1	4	2	5			
** Small group size can vary, but the immediate, intensive intervention group should be no larger than 3-5 students.								
<b>Immediate Intensive Intervention (iii)</b>	20 minutes	M T W T F					Work with Supplementary Reading Programs (SRPs)  Group 1 also needs iii, which requires work on the following skills in addition to work with Elkonin boxes ✓ Phonemic segmentation with mirrors ✓ Common syllable patterns with spelling ✓ Reading a decodable book at an instructional level	
		3 Times per Week						
		1	1	1	1	1		

<b>TIER ONE – Students Not Retained – But Having Difficulty READ INITIATIVE</b>	
Teacher Student Ratio	Same As Other Students
Instructional Time	90 Minute Reading Block with additional time for intervention. 1008.25(7)(b) 7, F.S.
Materials	<p><b>CORE/ State Identified</b> Reading Program that is research based and has proven success teaching the five components of reading.</p> <p><b>Differentiated Materials</b> Research based materials that reinforce the initial instruction</p> <p><b>Intervention Materials</b> Research based materials that teach areas of deficits as determined by a diagnostic. This instruction should take place in addition to the 90 minute block. Intervention Materials should be different from supplemental and CORE materials. 1008.25(7)(b) 7, F.S.</p>
Screening	SAT 9, FCAT, Program based materials, DIBELS 1008.25(7)(b) 7, F.S.
Progress Monitoring	Should be on going. This can be as simple as a CCRP or SRP reading program weekly test, timed readings, or observations. DIBELS is an appropriate screening and progress monitoring tool and can be used for these students. 1008.25(7)(b) 7, F.S.
Diagnostic	A diagnostic measure should be given to students if differentiation and immediate intensive intervention are not working. For more information on diagnostic tools that meet psychometric standards contact the Florida Center For Reading Research. <a href="http://www.fcrr.org">www.fcrr.org</a> 1008.25(7)(b) 7, F.S.
Academic Improvement Plan (AIP)	An AIP should be written for any child that is not on grade level. When determination is made that a child is not on grade level, no matter what time of year, an AIP should be written that is driven by a diagnostic assessment.
Summer Reading Camps	For Students with Level I FCAT Third Grade 1008.25(7)(a) , F.S. 1008.25(7)(b) 2, F.S.

TIER TWO– Students Retained Once In Third Grade  
 Successful Progression for Retained Students  
 READ INITIATIVE

Requirements Prescribed by school district, which may include, but are not limited to:

Teacher Student Ratio	Reduced Student Teacher Ratio 1008.25(7)(b) 2, F.S.
Instructional Time	90 Minute Reading Block which includes small group instruction 1008.25(7)(b) 2, F.S. Intervention In Addition to 90 Minute Block 1008.25(7)(a), F.S.
Materials	<p><i>Must be provided a different curriculum from the year before. This may be a change in supplemental and intervention materials. You are not required to change the CCRP.</i></p> <p><b>CORE</b> Reading Program that is research based and has proven success teaching the five components of reading.</p> <p><b>Differentiated Materials</b> Research based materials that reinforce the initial instruction.</p> <p><b>Intervention Materials</b> Research based materials that teach areas of deficits. This instruction should take place in addition to the 90 minute block.</p> <p><b>Differentiated Instruction</b> should be treated as immediate intensive intervention with prescribed materials for the students’ deficits.</p> <p><b>Immediate Intensive Intervention (iii)</b> Materials should continue to be used during iii after the 90 minute block. 1008.25(7)(a) , F.S.</p>
Screening	FCAT, DIBELS, Program based assessments i.e.,CCRP or SRP based assessments, one minute timed reading...
Progress Monitoring	Should be on going and weekly. The progress monitoring has to be more frequent than for non retained students. This can be as simple as a CORE reading program weekly test, timed readings, or observations. DIBELS is a strong screening and progress monitoring tool. 1008.25(7)(b) 2, F.S.
Diagnostic	Every child is required to be given a diagnostic measure. For more information on diagnostics that meet psychometric standards contact the Florida Center For Reading Research at <a href="http://www.fcrr.org">www.fcrr.org</a> 1008.25(7)(a) , F.S.
AIP	All students retained must have an AIP. The AIP must be driven by a diagnostic assessment. 1008.25(7)(b) 1, F.S.

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TIER TWO– Students Retained Once In Third Grade  
 Successful Progression for Retained Students (continued)  
 READ INITIATIVE

Requirements Prescribed by school district, which may include, but are not limited to:

Portfoli	Any child retained in third grade must have an ongoing portfolio that meets the state portfolio requirement. To find information about state requirements for portfolio go to: <a href="http://info.fldoe.org/dscgi/ds.py/Get/File-1073/Portfolio_TAP.pdf">http://info.fldoe.org/dscgi/ds.py/Get/File-1073/Portfolio_TAP.pdf</a> 1008.25(7)(b) 1
Summer Reading Camps	Required for Students with Level I FCAT Score on Reading in Third Grade 1008.25(7)(a) , F.S. 1008.25(7)(b) 2, F.S.
Tutoring and Mentoring	Assign a trained volunteer or mentor to each student and/or assign someone to tutor each student on deficit areas. 1008.25(7)(b) 2, F.S.
Transition classes	In a district’s pupil progression plan there should be language that describes a district’s mid-year promotion procedures. Students should be provided on-grade level work for the subject areas that are not at risk. 3rd – 4th grade transition classes are an option. 1008.25(7)(b) 2, F.S.  Districts shall provide a student that has been retained and received intervention instruction an option of being placed in a transitional instructional setting. 1008.25(7)(b) 10, F.S.
Extended School Day	Provide an after school program with research based materials and certified teachers to tutor and remediate students.  Saturday School with research based materials and certified teachers to tutor and remediate students.  Extended Year with research based materials and certified teachers to tutor and remediate students. 1008.25(7)(b) 2, F.S.

TIER THREE- Students That Did Not Meet Progression Requirement  
Two Consecutive Years (3+ students)

### 180 Minute Reading Block

Instruction	Range of Time	Class Configuration	Examples of Teacher-Lead Activities																														
<b>Initial</b>  120 minutes daily	45 minutes	<b>Whole Group</b>	Work with Core Comprehensive Reading Program (CCRP)  <b>Phonemic Awareness:</b> ✓ Manipulating sounds ✓ Segmenting sounds ✓ Blending sounds <b>Phonics &amp; Fluency:</b> ✓ Sound-letter relationships ✓ Blending & decodables ✓ Dictation <b>Vocabulary &amp; Comprehension:</b> ✓ Pre-reading strategies ✓ Reading ✓ Post reading																														
	* This sample class has five small flexible groups that are formed based upon ongoing assessment results. The teacher meets with three groups daily during sessions 1, 2, and 3. While not working with the teacher, students will be working in small groups at literacy centers.	TOTAL TIME 75 minutes	<b>Small Groups (Group 1-5)**</b> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="text-align: left;">15-20 minutes*</th> <th>M</th> <th>T</th> <th>W</th> <th>T</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>Session 1</td> <td>1</td> <td>4</td> <td>2</td> <td>5</td> <td>3</td> </tr> <tr> <td>Session 2</td> <td>2</td> <td>5</td> <td>3</td> <td>1</td> <td>4</td> </tr> <tr> <td>Session 3</td> <td>3</td> <td>1</td> <td>4</td> <td>2</td> <td>5</td> </tr> </tbody> </table> ** Small group size can vary, but the immediate, intensive intervention group should be no larger than 3-5 students.	15-20 minutes*	M	T	W	T	F	Session 1	1	4	2	5	3	Session 2	2	5	3	1	4	Session 3	3	1	4	2	5	<b>Group 1:</b> segment sounds with Elkonin boxes Group 2: fluency <b>Group 3:</b> review complex blending strategies <b>Group 4:</b> reread the decodable book Group 5: vocabulary					
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<b>Immediate Intensive Intervention (iii)</b>	60 minutes daily	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>M</th> <th>T</th> <th>W</th> <th>T</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>Teacher Center</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Trained Para Center</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Center 3 w/out adult</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td colspan="6">Science and Social Studies text can and should be incorporated into the reading block of time.</td> </tr> </tbody> </table>		M	T	W	T	F	Teacher Center	1	1	1	1	1	Trained Para Center	1	1	1	1	1	Center 3 w/out adult	1	1	1	1	1	Science and Social Studies text can and should be incorporated into the reading block of time.						Work with Supplementary Reading Programs (SRPs)  ✓ Phonemic segmentation with mirrors ✓ Common syllable patterns with spelling ✓ Reading a decodable book at instructional level ✓ Fluency Building ✓ Prefixes Roots ✓ Comprehension Strategies ✓ Language Development ✓ Sequencing ✓ Retelling a Story
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Science and Social Studies text can and should be incorporated into the reading block of time.																																	

### Reading Computer Block

Computer Lab	30-60 minutes three times a week	M	T	W	T	F	Examples of Teacher-Lead Activities
		x		x		x	Utilize Computer Programs which are diagnostic and prescriptive. (SBRR)

Computer time to reinforce and remediate should occur in addition to the 180 minute reading block.

## Language Lesson

<b>Language Lesson</b>	30-60 minutes two times a week	M T W T F					Utilize Language Materials and Guidance From the Language Pathologist. (SBRR)
		Language Lesson		x		x	

## Total Reading Time

Accelerated Core with Intervention	Intervention	Computer Lab or Language Lesson	Total Time
120 Minutes a Day	60 Minutes a Day	30-60 Minutes Two Times a Week	3.5—4 Hours a Day

Requirements	
Student Teacher Ratio	Reduced Student Teacher Ratio 1008.25(7)(b) 8, F.S.
Instructional Time	180 Minute Reading Block with at least a 90 minute segment of uninterrupted time. 1008.25(7)(b) 8, F.S.
Materials	<p>Must be provided a different CORE curriculum from the year before.</p> <p><b>CORE</b> Reading Program that is researched based and has proven success teaching the five components of reading and accelerating reading achievement by two years in one school year.</p> <p><b>Differentiated Materials</b> Researched based materials that reinforce the initial instruction</p> <p><b>Intervention Materials</b> Researched based materials that teach areas of deficits. This instruction should take place in the 120 + 60 reading block.</p> <p><b>Differentiated Instruction</b> should be treated as immediate intensive intervention with prescribed materials for the students' deficit.</p> <p><b>Immediate Intensive Intervention (iii)</b> Materials should continue to be used during iii after the 90 minute block.</p> <p><b>SBRR Language Materials</b> researched based materials that instruct students on language and vocabulary skills. A speech/ language pathologist should consulted about appropriate materials. 1008.25(7)(b) 8, F.S.</p>
Screening	FCAT, DIBELS, Program based assessments.
Progress Monitoring	Should be on going and weekly. The progress monitoring has to be more frequent than for non retained students. This can be as simple as a CORE reading program weekly test, timed readings, or observations. <b>DIBELS must be used for these students.</b> 1008.25(7)(b) 8, F.S.
Diagnostic	Every child should be given a diagnostic measure. For more information on diagnostic assessments that meet psychometric standards contact the Florida Center For Reading Research at <a href="http://www.fcrr.org">www.fcrr.org</a>

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<b>Requirements</b> (continued)	
AIP	All students retained and below grade level must have an AIP. The AIP must be driven by a diagnostic assessment. 1008.25(7)(b) 1, F.S.
Portfolio	Any child retained in third grade must have an ongoing portfolio that meets that state portfolio requirement. To find information about state requirements for portfolio go to: <a href="http://info.fldoe.org/dscgi/ds.py/Get/File-1073/Portfolio_TAP.pdf">http://info.fldoe.org/dscgi/ds.py/Get/File-1073/Portfolio_TAP.pdf</a>
Transition classes	In a district’s pupil progression plan there should be language that describes the district’s mid-year promotion procedures. Students should be provided grade level work for the subject areas that are not at risk.  3rd – 4th grade transition classes are an option. 1008.25(7)(b) 2, F.S.  Districts shall provide a student that has been retained and received intervention instruction an option of being placed in a transitional instructional setting. 1008.25(7)(b) 10, F.S.
There needs to be <b>at least two professionals</b> in the class during differentiated and intervention instruction.	
Instructor	A high-performing teacher as determined by student performance data and above satisfactory on performance appraisals.
Speech Language Pathologist	A licensed or certified speech language pathologist used in the classroom for instruction or with collaboration with lesson planning. 1008.25(7)(b) 8, F.S.
Para-Professional	Trained on materials and strategies used the classroom.
<b>Reporting Requirements</b>	
Progress Monitoring will be reported to DOE on the Progress Monitoring and Reporting Network (PMRN). These classes will follow the same schedule as Reading First Schools.	Report DIBELS data. Schools will enter DIBELS information on the Progress Monitoring and Reporting Network 1008.25(7)(b) 8, F.S.  If progress is not being made additional diagnostics will be administered and used in conjunction with DIBELS.  All of these measures will be reported on the PMRN.
<b>Monitoring by the State</b>	
	The state will monitor reports and make visits to districts if needed.