2025-2026 SJCSD Reading Intervention Placement Guide HIGH SCHOOL

Students identified with a <mark>substantial</mark> reading deficiency (as outlined in the Comprehensive Reading Plan Decision Tree) must receive an intervention.

The course where the intervention is provided must be coded.

Targeted Reading Intervention= **CODE A**   Intensive Reading Intervention= **CODE B***

<mark>When needed, consider longitudinal Decision Tree data [i.e., past years of PM1, PM2, PM3 scale scores, CORE Phonics results, DIBELS ORF results] when determining the best placement for all students.</mark>

Students with disabilities are not limited to ESE courses.

Call Instructional Services (547-6026) for assistance with unique situations.

Grade Level	Student Characteristic "IF"		Course "THEN"	Code A	Code B*
9th -12th Decision Tree data to consider: ELA FAST PM3 state concordant score CORE Phonics Survey DIBLELS Oral Reading Fluency (ORF) WIDA	Students on a **Tier 2** MTSS reading plan **&**	**Level 3 or higher** on ELA FAST PM3 **OR** a passing concordant score	English 1: 1001310 English 2: 1001340 English 3: 1001370 English 4: 1001400	X	
	Students with disabilities who have a reading goal on their IEP **&**				
	ALL students with **Level 2** on ELA FAST PM3 **&**	Core Phonics Survey Section L > 21 & ORF > 122 WCPM			
		Core Phonics Survey Section L > 21 & ORF < 122 WCPM	**Intensive Reading (IR) IR 1 (9th grade): 1000412 IR 2 (10th grade): 1000414 IR 3 (11th grade): 1000416 IR 4 (12th grade): 1000418 **or** Unique Skills Curriculum & Learning: 9-12 *(ESE only)* 7963170		X
		Core Phonics Survey Section L < 21			
	ALL students with **Level 1** on ELA FAST PM3				
	ALL students on a **Tier 3** MTSS reading plan				
	Students with disabilities on Access Points Standards who have a reading goal on their IEP		Access English 9th: 7910120 10th: 7910125 11th: 7910130 12th: 7910135	X	
			Unique Skills Curriculum & Learning: 9-12 *(ESE only)* 7963170		X
	ALL Active ELL students (LY)	Level 3 or higher on WIDA or WIDA Screener	English 1: 1001310 English 2: 1001340 English 3: 1001370 English 4: 1001400	X	
		Level 1 or 2 on WIDA or WIDA Screener	**Intensive Reading (IR) IR 1 (9th grade): 1000412 IR 2 (10th grade): 1000414 IR 3 (11th grade): 1000416 IR 4 (12th grade): 1000418		X
		No WIDA score			

CODE A: Student receives **targeted** reading intervention in an English course listed above.	***CODE B:** Student receives **targeted** reading intervention in an English course **AND intensive** reading intervention (with a reading-endorsed teacher) in a Unique Skills or Intensive Reading course as listed above.

***CODE B courses must be taught by a reading certified or endorsed teacher.**
[**Florida Statute 1008.25**; **Florida Rule 6A-6.053**]
****Place students in IR course by strand (Phonics, Fluency, or Language Comprehension) based on identified need, not grade level. Refer to the data table on page 2 to determine strand placement.**

Data Table for Intensive Reading Strand Placement

ASSESSMENT	SCORE RANGE & PLACEMENT					
CORE Phonics Part L	21-24		15-20			0-14
CORE Phonics Parts E-K			10-15 *ALL parts*	0-9 *ANY part*		
DIBELS Oral Reading Fluency	122+	0-121	122+	0-121		
Intensive Reading Strand Placement	Language Comprehension	Fluency	Fluency	Phonics	Phonics	Phonics

How to Use the Data Table for Placement

1. **Administer CORE Phonics and DIBELS Oral Reading Fluency (if needed).**
   Gather the student's scores from the CORE Phonics and, if needed, the DIBELS Oral Reading Fluency assessment.

2. **Check the Score Ranges.**
   Locate where each score falls within the ranges shown in the table.

3. **Determine the Best Fit.**
   Use the table to see which Intensive Reading strand is most appropriate for the student.

Tier 1 INSTRUCTION	SJCSD Decision Tree – High School (9-12) Supports for __Intervention__ of Students with Reading Deficiencies		
	Area of Intervention	Intervention Support *(intensive, explicit, systematic, multisensory)*	
	IF a student has an instructional need in the skill area of…	THEN *consider* using the appropriate combination of resources for…	
		Tier 2 TARGETED INSTRUCTION & Tier 3 TARGETED & INTENSIVE INSTRUCTION *district-supported resource*	TARGETED & INTENSIVE INSTRUCTION Tier 3/ESE
District Provided • *StudySync* (McGraw-Hill) [adopted resource] • *Edmentum* [course recovery]	Basic Reading Skills: Phonics and Phonemic Awareness	• *Just Words • Lexia Power Up • *Wilson Reading System • Phonics for Reading • Barton • REWARDS	Teachers analyze student data to create a targeted, intensive, and individualized instructional plan for the student. Adjustments may be made between Tier 2, Tier 3, and/or ESE instruction to include: o Smaller group size o Increased frequency o Change in resource Resources for ESE instruction include any listed in the column to the left as well as *Journeys*. **Fluency Strand Example** T3: Read 180 (5x/week for 30 minutes) in IR T2: FDL (3x/week for 20 minutes) in ELA T1: Study Sync in ELA **REMEMBER**: Students with disabilities need a plan for support in all three tiers of instruction.
	Fluency	• *Read 180 • REWARDS • Read Naturally	
	Reading Comprehension	• *Read 180 • Targeted small group instruction	
	Listening Comprehension	• Conferencing with student after reading • Visualizing and Verbalizing	
	Oral Expression	• Conferencing with student for oral expression development • Visualizing and Verbalizing	
	Written Expression	• Conferencing with student about their writing with feedback	