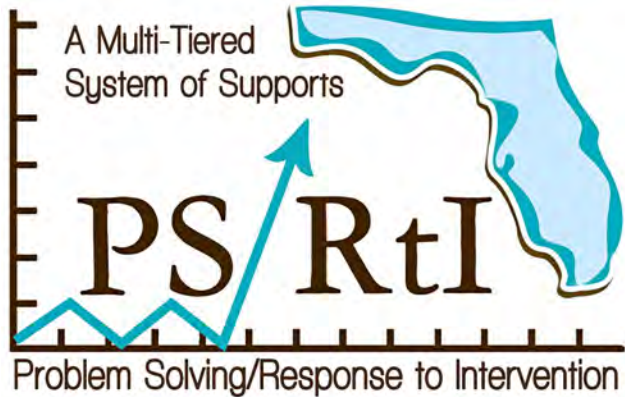




READING CONTACTS MEETING

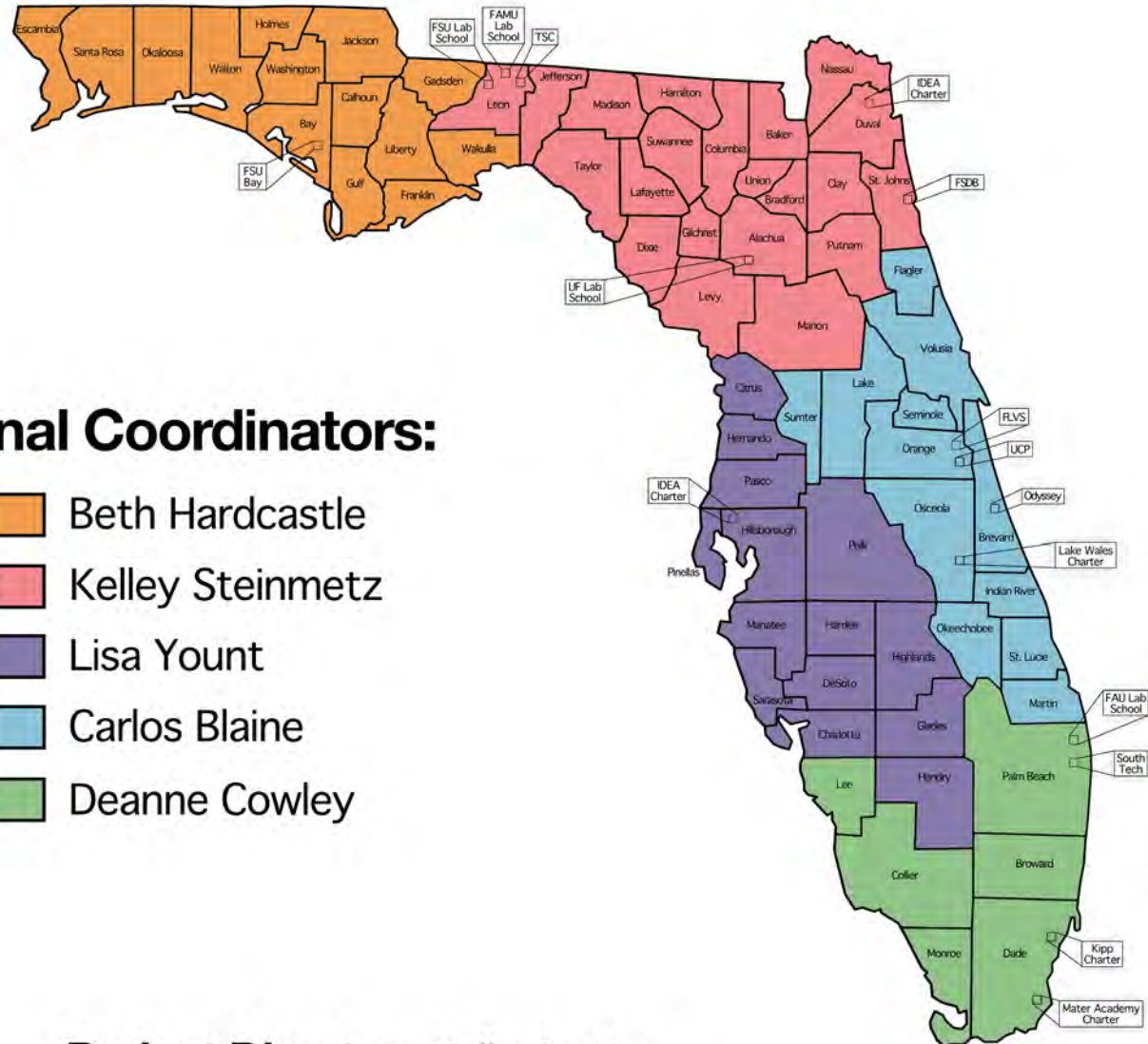
May 20, 2026

**Getting the Most out of
Intensive Reading**

Multi-Tiered System of Supports (MTSS) Implementation Support Team

Regional Coordinators:

-  Beth Hardcastle
-  Kelley Steinmetz
-  Lisa Yount
-  Carlos Blaine
-  Deanne Cowley



Session Overview

- Definition and purpose of Intensive Reading
- How students are identified, and using data to determine their instructional needs
- Best practices for planning and delivering instruction
- Designing a comprehensive intervention plan, including how to monitor progress
- Using data to determine student progress and course effectiveness

What is the purpose of
Intensive Reading?

What do you think?

What is Intensive Reading?

Intensive Reading is...

- A remedial elective course for students demonstrating below grade-level reading skills
- An opportunity to provide evidence-based intervention matched to student needs
- Instruction that is delivered by expert teachers with the specialization in teaching reading

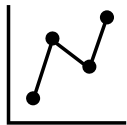
Intensive Reading is NOT...

- The intervention itself, but the course provides time and location for the intervention to be provided

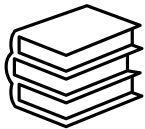
Purpose of Reading Intervention



Close Skill Gaps



Maximize Student Growth



Last Chance for Literacy



On-Track for Graduation

Effective Support Through Problem Solving

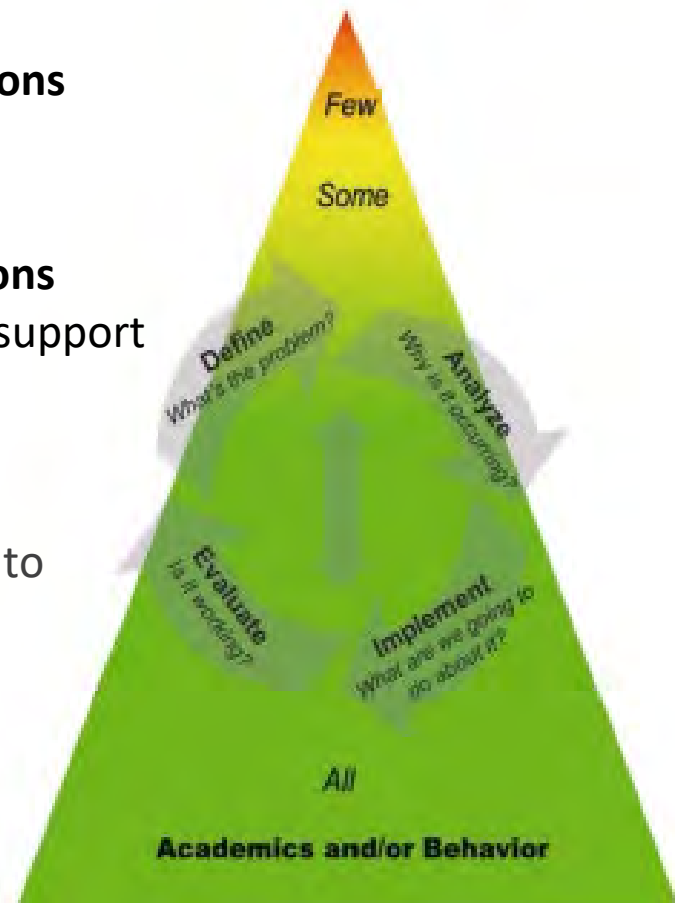
Tier 3: Intensive, Individualized, Interventions

Individual or small group interventions.

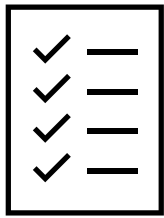
Tier 2: Supplemental, Strategic Interventions

More focused interventions and supplemental support in addition to the core curriculum.

Tier 1: Core Instruction & Supports.
General instruction and support provided to all students in all settings.



Who Needs Intensive Reading?



District Comprehensive
Evidence-Based Reading Plan
(CERP)

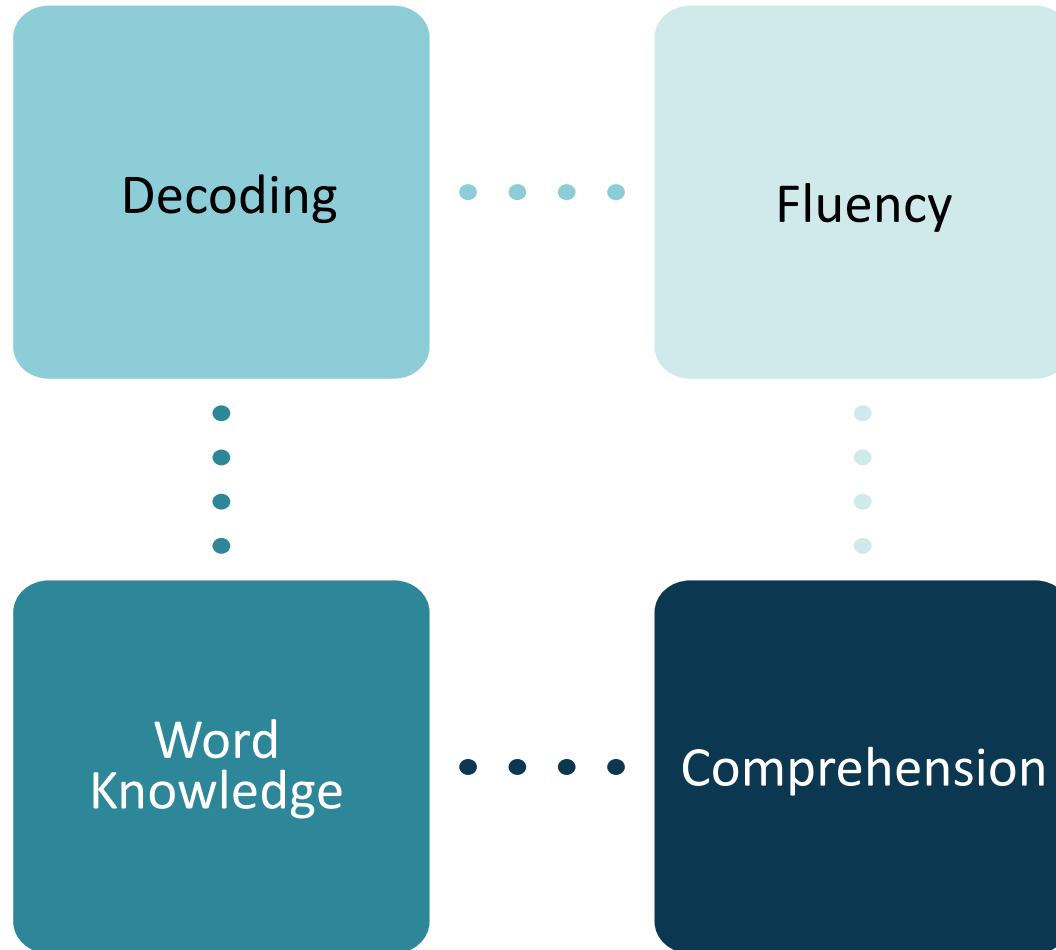


Multiple Data Sources

How do we determine what students need?

What are some common or high probability needs or skill deficits that students have in secondary grade levels?

Data to Identify Needs



What should we do during the class period to get the most out of Intensive Reading?

Preparing for Instruction



- Refer to the CERP
- Use Qualified Teachers as Instructors
- Prepare and Support Teachers (Materials, Professional Learning, etc.)
- Use Data-Based Decision Making

Preparing for Instruction



- Collaborate with Core ELA and Other Content Area Teachers
- Build in Class Time for Progress Monitoring
- Develop a Plan for Instruction
- Revise the Plan Based on Student Data

Best Practices for Instruction



- Teacher-Led Instruction
- Whole Group and Small Group Instruction
- Involve Students
- Consult with LEA/School Level Literacy Experts

Best Practices for Instruction



- Explicit Instruction (I Do, We Do, You Do)
- Systematic Instruction
- Scaffolded Instruction
- Differentiated Instruction
- Corrective Feedback

Best Practices for Monitoring



- Use Assessments Sensitive to Student Growth
- Assess Skills Being Taught
- Determine Frequency
- Identify Review Date for Decision-Making
- Consider Growth Needed

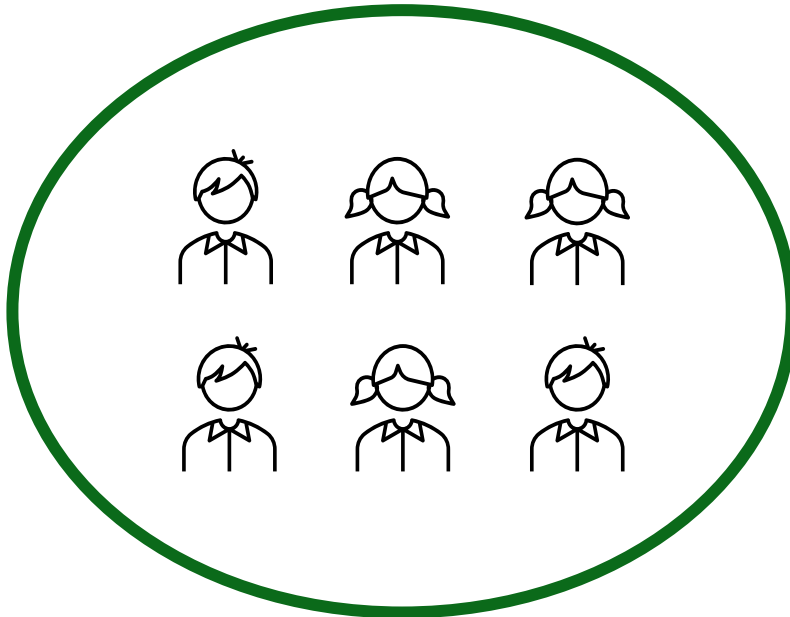
Comprehensive Intervention Plan



Skill/Focus of Improvement:			
Goal (SMART): By _____, students will _____, as measured by _____.			
Intervention Plan	Support Plan	Fidelity Documentation	Progress Monitoring Plan
Who is responsible?	Who is responsible?	Who is responsible?	Who is responsible?
What is the selected intervention?	What will be done?	What will be done?	What data will be collected and when?
When will it occur?	When will it occur?	When will it occur?	When will team reconvene to evaluate progress?
Where will it occur?	Where will it occur?	How will data be shared?	How will we decide if the plan is effective?
			Decision rules: Positive RtI = Questionable RtI = Poor RtI =

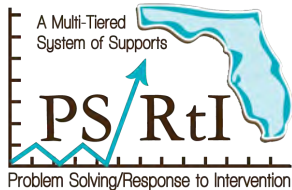
How do we know if intensive
reading interventions are working?

Using Data to Determine Student Progress



What resources are available to teachers to support effective instruction in Intensive Reading?

Resources Available to Support Intensive Reading



- Tier 2 and Tier 3 Problem Solving (online courses)
- Assessments for Data-Based Decision-Making within an MTSS handout

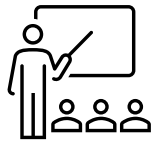
What Works Clearinghouse

- Practice Guide: Providing Reading Interventions for Students in Grades 4–9

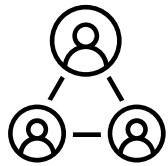


- Grades 6-12 Literacy Instruction Practice Profile
- Secondary Professional Learning Opportunities
- Reading Foundations and Evidence-Based Practices Reading Endorsement Pathway (Florida Center for Reading Research)
- Literacy Matrix & Secondary Literacy Micro-Credential (Lastinger Center for Learning)

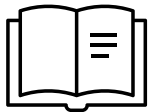
Important Considerations:



Responsibility to Provide
Intervention



Parent-School Collaboration and
Communication



Purposeful Approach to Student
Literacy

Resources Available to Support Intensive Reading



Resources to Support Getting the Most Out of Intensive Reading

Florida Department of Education Resources

[District Comprehensive Evidence-Based Reading Plans \(CERP\)](#)

This website contains a link to each district's approved Comprehensive Evidence-Based Reading Plan (CERP), which outlines the components of the district's comprehensive system of reading instruction.

[Professional Learning for B.E.S.T. ELA Standards Implementation: Secondary Reading and Writing](#)

These professional learning materials are aligned to the science of reading and evidence-based practices that promote understanding around critical literacy topics. These resources support the implementation of Florida's B.E.S.T. Standards.

[FDOE Evidence-Based Reading Interventions](#)

This webpage provides links to resources and review tools to assist educators in making evidence-based decisions when selecting instructional interventions for students who have been identified as needing tiered reading support.

[Florida's Formula for Reading Success](#)

This graphic provides a visual representation of Florida's Formula for Reading Success which serves as the foundation for instruction and intervention provided to all students.

[Grades 6-12 Literacy Instruction Practice Profile](#)

The Literacy Instruction Practice Profile for Grades 6-12 defines evidence-based instructional practices of core reading instruction in a way that is teachable, learnable, doable and assessable in practice.

[2025-2026 Course Code Directory](#)

This document provides certification coverage information to support the appropriate assignment of instructional personnel to teach specific courses or provide services in specific areas or fields, including Intensive Reading courses.

Other Resources

[PS/RtI Project: Professional Learning Modules](#)

This webpage includes links to asynchronous online modules designed to strengthen data-based decision making for Tier 2 and Tier 3.

[PS/RtI Project: Assessments for Data-Based Decision Making within an MTSS](#)

This one-page handout provides a clear understanding of how to appropriately identify and use various types of assessments to support data-based decision making within an MTSS.

[CPALMS](#)

A toolbox of information, vetted resources, and interactive tools to help educators effectively implement teaching standards. CPALMS is the State of Florida's official source for standards information and course descriptions.

[Secondary Literacy Micro-Credential \(Lastinger Center\)](#)

This professional learning series equips grades 6-12 instructional personnel to identify literacy needs, select appropriate interventions, apply evidence-based practices, and use progress monitoring effectively. The Secondary Literacy Micro-Credential is a three-part hybrid model of instructor-supported online modules and job-embedded practicum that can be completed in about 11 weeks.

[IES: What Works Clearinghouse \(WWC\) Practice Guides](#) (Providing Reading Interventions for Students in Grades 4-9)

These practice guides present recommendations for educators to address challenges in their classrooms and schools. They are based on reviews of research, the experiences of practitioners, and the expert opinions of a panel of nationally recognized experts.

Thank you, and please connect with us!

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Problem Solving & Response to Intervention Project

A collaborative project between the Florida Department of Education and the University of South Florida

