

Baker 2019-20 K-12 Comprehensive Research-Based Reading Plan

Contact Information

The district contact should be the person ultimately responsible for the plan. This person will be FDOE’s contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district.

District Contact: David Davis
Contact Email: david.davis@bakerk12.org
Contact Telephone: 904-259-0429

District-Level Leadership

District-level administrators must look at schools on an individual basis and distribute resources based on students’ and teachers’ levels of need. To describe the district system for monitoring reading instruction that differentiates school-level services, please address the following.

- 1. Districts should match or exceed the State Board goals for increasing FSA-ELA achievement by six percentile points, increasing the percentage of students making learning gains on the FSA-ELA by seven percentile points and reducing the achievement gap for the identified sub groups on the FSA-ELA by at least one-third by 2020. Please fill out the charts below with the actual results from the 2015-2016, 2016-2017 and 2017-2018 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	47	50	49	53	51	56	53

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	45	48	49	51	51	54	52

State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	*	29	*	28	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
						21	19
White/African American	27	25	31	23	25		
White/Hispanic	15	14	14	13	15	12	10
Economically Disadvantaged/Non-Economically Disadvantaged	26	24	25	22	37	20	18
Students with Disabilities/Students without Disabilities	29	27	26	25	25	23	19
English Language Learners/ Non-English Language Learners	11	10	40	37	23	34	31

* Values for subsequent years will be entered once results are available in order to track progress toward the 2020 goal.

2. Explain how expenditures from the allocation are expected to impact student achievement in relation to your district goals.

One hundred percent of the funding from the reading allocation will be utilized to provide the salaries and benefits of reading instructors, literacy coaches, and reading interventionists. These positions are absolutely essential to providing tier II, and tier III instruction. Closing the literacy achievement gaps between subgroups, improving the percentage of students making learning gains, and increasing the student proficiency rate cannot be expected to occur without the classroom instructors, instructional coaches, and interventionists that this allocation makes possible.

3. In regard to district-level monitoring of student achievement progress, please address the following:

A. Who at the district level is responsible for collecting and reviewing student progress monitoring data?

David Davis, Executive Director of Teaching and Learning

B. What specific school-level progress monitoring data will be collected at the district level to determine that students are progressing toward the district goals stated above? Please specify which grade levels are associated with specific school-level progress monitoring tools discussed in this section.

The STAR Early Literacy assessment will be utilized at the kindergarten and first grade levels. This assessment will be administered at least three times during the 2019-2020 school year. Only a limited number of students will be administered the assessment in first grade. Most first grade students will transition to taking the STAR Reading assessment which will be given in grades one through twelve. The STAR Reading assessment will be administered school-wide in grades one through eight. FSA achievement levels will be considered when determining the students that will be administered the STAR Reading assessment in grades nine through twelve. Results at the student, classroom, and school-levels will be analyzed to identify areas of strength and need. The assessments described thus far will be the fundamental progress monitoring assessments for grades kindergarten through eighth grade that will be reported to the district level within a month of the assessment windows' closing.

In addition to these assessments, the one intermediate elementary school (grades 4 and 5) in the district will administer the i-Ready Adaptive Diagnostic assessment at least three times during the 2019-2020 school year. These results will be reported in similar fashion as the STAR data. At grades nine through twelve, TeEngagement, a paper-based and online literacy program, will be utilized to administer school-level progress monitoring assessments throughout the 2019-2020 school year. School-level data analysis will be reported to the district at least three times during the school year.

High school ELA teachers will share strand-level progress monitoring data from TeEngagement and/or USA TestPrep for grades 9 and 10 with their PLC leader and an administrator each quarter. The data will be used to guide instruction for the class, as well as to identify students who may need additional intervention.

C. How often will student progress monitoring data be collected and reviewed by the district?

During June 2019, district and school administrators will meet to identify the calendar deadlines for the submission of progress monitoring data. Some dates are pre-determined because of when the assessments are administered. The district will collect and review progress monitoring data as follows:

1. STAR Early Literacy - August, October, February and April
2. STAR Reading - August, October, February and April

3. i-Ready Adaptive Diagnostic - (fourth and fifth grade only) September, February, and April

4. TeEngagement - November, February, and April

4. Who at the district level is responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions?

David Davis, Executive Director of Teaching and Learning

5. In regard to district-level monitoring of instructional alignment to grade-level Florida Standards, please address the following:

A. Who at the district-level is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards?

David Davis, Executive Director of Teaching and Learning

B. What evidence will be collected to demonstrate that classroom instruction is aligned to grade-level Florida Standards?

There will be multiple types of evidence collected to demonstrate the curriculum is appropriately aligned. Instructor lesson plan books will be collected and reviewed at least three times a year at all school sites. In addition, principals will conduct classroom walkthroughs using district approved walkthrough forms. Data will be tabulated and submitted at least three times a year for discussion at a district-wide educational leaders meeting.

The director of educational student services, director of accountability and special programs, and executive director of teaching and learning will conduct fidelity check classroom walkthroughs to ensure the appropriate alignment to the Florida Standards. Classroom walkthrough forms, the Mastery Connect Florida Standards app, FSA test item specifications, and school-level created curriculum maps will be utilized to create data points that can be analyzed and discussed quarterly at the previously mentioned district-wide educational leaders meeting.

C. How often will this evidence be collected at the district level?

This data will be collected at the district level at least three times a year.

6. As a separate attachment, please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has developed the plan along with: the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements, the district contact for Multi-Tiered Systems of Supports(MTSS), the district Management Information Systems (MIS) contact to ensure accurate data reporting, the district ELL contact, a school based principal and a teacher.

See Appendix A.

Research-Based Reading Instruction Allocation

As per Section 1011.62(c), F.S., funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

The following sections will require districts to submit their budget for these expenditures and to answer questions regarding the implementation of the plan.

Professional Development

As per Section 1012.98, F.S. each school district shall develop a professional development system which must include a master plan for inservice activities for all district employees, from all fund sources. The *Just Read, Florida!* office will review professional development related to reading instruction listed in this plan during monitoring. Please answer the following questions to assist with this process:

- 1. Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the Professional Learning Catalog pursuant to 6A-5.071 F.A.C.?**

David Davis, Executive Director of Teaching and Learning

2. **What is the total amount budgeted from the Research-Based Reading Allocation for these inservice activities?**

None

3. **Within the district professional development system, Section 1012.98 (4)(b)(11), F.S., states the district must provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of Section 1012.585(3)(f), F.S..**

Please list the course numbers from your district Professional Learning Catalog which cover this training.

1-013-001

Reading Content

1-013-002 (PENDING SCHOOL BOARD APPROVAL)

Reading Foundation Skills

1-013-018

Reading Endorsement Comp 1-Instructional Foundations of Language and Reading

1-013-019

Reading Endorsement Comp 2-Applications of Research-Based Instruction

1-013-022

Reading Endorsement Comp 5- Demonstration of Accomplished Practices in Reading

1-100-002

PDA: Differentiating Reading Instruction

2-409-001

Language Reading Connection

2-013-001

2-100-018

Reading Difficulties, Disabilities and Dyslexia (PDA Course)

2-013-002 (PENDING SCHOOL BOARD APPROVAL)

2-100-019 (PENDING SCHOOL BOARD APPROVAL)

Reading Difficulties, Dyslexia, and Other Disabilities

Reading/Literacy Coaches

The *Just Read, Florida!* office strongly encourages district leadership to allocate reading/literacy coaches for schools determined to have the greatest need based on student performance data, especially achievement gaps. Please answer the following questions regarding reading/literacy coaches:

- 1. What are the qualifications for reading/literacy coaches in your district? If there is a posted job description you may submit the link.**

<https://www.bakerk12.org/cms/lib/FL02213740/Centricity/domain/168/job%20descriptions/READING%20COACH.pdf>

- 2. Which schools have reading/literacy coaches funded from the Research-Based Reading Instruction Allocation?**

Baker County Middle School

- 3. Were these schools identified to have the greatest need based on a review of student achievement data? If not, please explain why reading/literacy coaches were placed at these schools.**

Each school in the district has a literacy coach. Multiple federal and general funds are utilized to provide a literacy coach at each school. Baker County Middle School's Literacy Coach was selected for funding from the reading plan because of the other reading teachers and interventionists that are funded using the Research-Based Reading Instruction Allocation. A total of four positions at Baker County Middle School are funded using this allocation. 2017-2018 student achievement data shows Baker County Middle School with a combined ELA proficiency of 44.6, which represents the lowest student achievement performance.

- 4. How many total positions will be funded at each level using the Research-Based Reading Instruction Allocation:**

- a. Elementary: zero**
- b. Middle: one**
- c. High: zero**

5. How is the effectiveness of reading/literacy coaches measured in your district?

The effectiveness of literacy coaches is measured by student performance on both state and local assessments as determined by the grade levels that the coach serves

6. What is the total amount from the Research-Based Reading Instruction Allocation that will be expended on reading/literacy coaches?

\$73,948.49

Supports for Identification and Intervention of Students with Reading Deficiencies

Districts are required to submit Identification and Intervention Decision Trees which can be found in Appendix B.

Please answer the following questions regarding the use of the Research-Based Reading Instruction Allocation in support of the identification and intervention of students with reading deficiencies:

1. Which schools will be provided reading intervention teachers to provide intensive interventions funded through the Research-Based Reading Instruction Allocation?

Keller Intermediate School, Baker County Middle School, and Baker County High School

2. Were these schools identified to have the greatest need based on a review of the students achievement data? If not, please explain why reading intervention teachers were placed at these schools.

These schools were identified according to student achievement criteria related to FSA ELA proficiency and learning gains.

3. How many total positions will be funded at each level through the Research-Based Reading Instruction Allocation:

- a. **Elementary:**one
- b. **Middle:**three
- c. **High:**one

4. What is the total amount expended on these positions funded through the Research-Based Reading Instruction Allocation?

\$242,511.51

5. Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Instruction Allocation. These will be reviewed by the *Just Read, Florida!* Office to ensure the materials, or interventions, meet the requirements of Section 1001.215(8), F.S.:

N/A

6. What is the total amount expended from the Research-Based Reading Instruction Allocation on supplemental instructional materials, or interventions?

N/A

7. If the intensive, explicit, systematic and multisensory interventions required to be provided to students in grades K-3 were not purchased using the Research-Based Reading Instruction Allocation, please list the funding source.

Instructional materials allocation from FL Education Finance Program and Title 1-Part A

Summer Reading Camps

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:**David Davis

2. **Email Address:**david.davis@bakerk12.org

3. **Phone Number:**904.259.0429

4. Please list the schools which will host a SRC:

Macclenny and Westside Elementary will have students participating in SRC. SRC will be held at the PreK/Kindergarten Center.

5. Provide the following information regarding the length of your district SRC:

a. **Start Date:** June 10, 2019

b. **Which days of the week is SRC offered:** Monday through Thursday

c. **Number of instructional hours per day in reading:** 4

d. **End Date:** July 11, 2019

e. **Total number of instructional hours of reading:** 76

6. Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?

Yes

7. What is the anticipated teacher/student ratio?

1:10

8. Will students in grades other than grade 3 be served as well? If so, which grade level(s)?

No other grades will be served

9. What evidence will be collected that demonstrates growth in student achievement was a result of the instruction provided during SRC?

We will administer weekly progress monitoring that include assessments built into the curriculum for comprehension, vocabulary, fluency, and phonics. We will also administer the SAT 10 for those seeking promotion at the end of Summer Reading Camp.

300 Lowest-Performing Elementary Schools

Section 1011.62(9)(d)(2), F.S., requires school districts that have one or more of the 300 lowest-performing elementary schools, specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading strategies that will be used for the required additional hour of reading instruction.

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools	\$0.00
District expenditures on reading coaches	\$73,948.49
District expenditures on intervention teachers	\$242,511.51
District expenditures on supplemental materials or interventions	\$0.00
District expenditures on professional development	\$0.00
District expenditures on summer reading camps	\$0.00
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	\$0.00
Flexible Categorical Spending	\$0.00
Sum of Expenditures	\$316,460
Amount of district research-based reading instruction allocation for 2019-2020	\$316,460

APPENDIX A



AGENDA

APRIL 10, 2019

1:00 PM

SUPERINTENDENT'S OFFICE

- ⇒ Welcome
- ⇒ Discussion of proposed 2019-2020 K-12 Comprehensive Research Based Reading Plan, District Special Programs and Procedures (SP&P) Plan and the District ELL Plan to ensure continuity of services

Signature of Attendees:

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Jessica K...

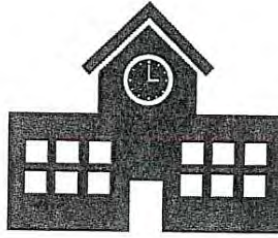
[Handwritten signature]

Nancy Houston

Rachel West

Britchen Elledge

Daniel Davis



AGENDA

APRIL 24, 2019

9:00 AM

- ⇒ Welcome
- ⇒ Discussion of proposed 2019-2020 K-12 Comprehensive Research Based Reading Plan, District Special Programs and Procedures (SP&P) Plan and the District ELL Plan to ensure continuity of services

Signature of Attendees:

Dawn M. Davis - Director of Teaching and Learning
Susan W. Vorhies, Director Int./Special Programs ELL Designer
Trish A-L ESE/Student Services Director
Carrie Dopson - Director of Career and Adult Ed.

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

In this section districts will describe how they identify students with substantial reading deficiencies and provide them with required interventions. Districts will create three Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring, local assessments, statewide assessments or teacher observations will be used to determine specific reading instructional needs and interventions for students. It is important to note that a school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial deficiency in reading. If a local assessment is being used for identification, districts should internally analyze their data in order to ensure students are identified at similar rates as on statewide assessments. Districts who use a procured diagnostic, progress monitoring or assessment tool should, at a minimum, use the recommended ranges provided by the instrument developer; however, these districts should also ensure that rates of identification correlate to statewide performance.

- DT1 – Elementary (K-5)
- DT2 – Middle (6-8)
- DT3 – High (9-12)

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention. For each grade level on each chart, districts must include a description of which students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component; and

An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

Chart D1 – K-5 Assessment /Curriculum Decision Tree Using STAR Reading Assessment

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>Kindergarten - 2nd Grade</p> <p>Kindergarten will assess four times a year using the Kindergarten Checklist of Florida Standards.</p> <p>Kindergarten will assess using STAR Early Literacy four times a year.</p> <p>1st – 5th grade assessment will take place four</p>	<p>Kindergarten: October, 2019 January, 2020 March, 2020 May, 2020</p> <p>Kindergarten: 1: August 2019 2: January 2020 3: March 2020 4: May 2020</p> <p>Grades 1-5: Assessment Period 1: August 2019 2: October 2019 3: March 2020 4: May 2020</p>	<p>Kindergarten: If student scores above 70% in ELA (497-529)</p> <p>If student scores at the At/Above PR 40 on STAR Early Literacy:</p> <p>Grades 1-3: Student's Percentile Rank (PR) is above 39</p> <p>Grade 4-5: FSA Achievement Levels 3, 4, and 5</p>	<p>Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, oral language, phonics and fluency at the word and/or connected text level.</p> <p>Students with scores of 39-49 on the STAR will be closely monitored and given additional instruction, if needed.</p>	<p>-Core Reading Program</p>

Chart D1 – K-5 Assessment /Curriculum Decision Tree Using STAR Reading Assessment

<p>times a year using STAR Reading.</p>		<p>Kindergarten: If student scores 60- 69% in ELA in Kindergarten Checklist (438-496)</p> <p>If student scores at PR 39-49 on STAR Early Literacy:</p> <p>Grades 1-3: Student's Percentile Rank (PR) is 11-38</p> <p>Grades 4-5: FSA ELA Achievement Level 2</p>	<p>Students scoring in this range will receive Tier 2 targeted interventions. This is in addition to or an extension of the 90 minute reading block. This intervention will be delivered 2/3 sessions per week for 20 minutes. There will be no more than 6 students in a group. This intervention will be according the standards that are flagged as non-mastery.</p>	<p>-Core Reading Program -Supplemental Intervention Reading Program(s) -Tier 2, small group differentiated intervention targeted to meet student's instructional needs (Students will need intervention in addition to or an extension of the 90 minute reading block.) -Use the diagnostic report to determine areas of strengths and weaknesses to target intervention with phonological awareness, letter-sound correspondence, vocabulary, and oral language.</p>
		<p>Kindergarten: If student scores below 60% in ELA (437 and below)</p> <p>If student scores below PR 38 on STAR Early Literacy:</p> <p>Grades 1-3: Student's</p>	<p>These students will receive Tier 3 intensive interventions. They will be provided more intensive instruction through additional time, smaller group size, and more targeted instruction with the assistance of interventionists and paraprofessionals. This intervention will be delivered 3/4 sessions per week for 20-25 minutes. There will be 1-3 students in a group. Since the time and frequency have been increased, it could replace the Tier 2 group. We will administer other available diagnostic assessments if needed.</p>	<p>-Core Reading Program -Supplemental Intervention Reading Program(s) and/or Comprehensive Intervention Reading Program -Tier 3 small group or individualized differentiated intervention in addition to or an extension of the 90 minute reading block targeted to meet student's instructional needs -Use the diagnostic report to determine areas of strengths and weaknesses and target intervention with phonological awareness, letter-sound correspondence, vocabulary, and</p>

Chart D1 – K-5 Assessment /Curriculum Decision Tree Using STAR Reading Assessment

		<p>Percentile Rank (PR) is below 10</p> <p>Grades 4-5: FSA Achievement Level 1 or if a student scores in the lowest 25th percentile on the STAR Reading assessment</p>	<p>For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.</p>	<p>oral language.</p>
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**Materials/Activities Chart
Grades 1-5**

	PROGRAMS/MATERIALS	ACTIVITIES	REFERENCES
PHONOLOGICAL AWARENESS	<ul style="list-style-type: none"> *Journeys Houghton Mifflin *SRA Early Interventions in Reading *Fast ForWord *PALS – Peer Assisted Literacy Strategies *Phonemic Awareness by Michael Heggerty *Saxon Phonics *Moby Max *IXL *Study Island 	<ul style="list-style-type: none"> Journey’s Intervention Materials Saxon Phonics FCRR Literacy Center Activities Blending Activities Segmenting Activities Rhyming Activities 	

Chart D1 – K-5 Assessment /Curriculum Decision Tree Using STAR Reading Assessment

Materials/Activities Chart Grades 1-5			
	PROGRAMS/MATERIALS	ACTIVITIES	REFERENCES
PHONICS	*Journeys Houghton Mifflin *SRA Early Interventions in Reading *Fast ForWord *PALS – Peer Assisted Literacy Strategies *Education City *Saxon Phonics *Moby Max *IXL *Study Island *Front Row *Leveled Literacy Intervention	Journey’s Intervention Materials FCRR Literacy Center Activities Word Sorts Word Puzzles	
FLUENCY	*Journeys Houghton Mifflin *SRA Early Interventions in Reading *Quick Reads *Daily Fluency Homework *Leveled Readers *Moby Max *Leveled Literacy Intervention *iReady *Reading Assistant	Journey’s Intervention Materials Reader’s Theatre Paired Reading, Timed Reading, Reader’s Theater, Choral Reading, Echo Reading Repeated Readings Sight Word Practice FCRR Literacy Center Activities	

Chart D1 – K-5 Assessment /Curriculum Decision Tree Using STAR Reading Assessment

Materials/Activities Chart Grades 1-5			
	PROGRAMS/MATERIALS	ACTIVITIES	REFERENCES
VOCABULARY	*Journeys Houghton Mifflin *Text Talk *Elements of Reading: Vocabulary *Comprehension Toolkit *Moby Max *IXL *Study Island *Front Row *Leveled Literacy Intervention *Ready Florida *iReady	Journey’s Intervention Materials Thinking Maps Vocabulary Organizers Complex Texts Word of the Week	
COMPREHENSION	*Journeys Houghton Mifflin *SRA Early Interventions in Reading *Fast ForWord *Reading Assistant *Leveled Literacy Intervention *Comprehension Toolkit *I-Ready *Ready FL Instruction *Support Coach *Moby Max *IXL *Study Island *Front Row	Journey’s Intervention Materials Graphic Organizers Complex Texts QAR Reciprocal Teaching Read Works Leveled Texts FCRR Literacy Center Activities FAIR Resources	

**Grade 6-8 Assessment/Decision Tree
Baker County**

Grade Level	Summative Assessments	Dates	If	Then
6	Grade 5 FSA-ELA	Spring 2019	Score of 1	Placement in Intensive Reading class
6	Grade 5 FSA-ELA	Spring 2019	Score of 2	Consider best placement in Intensive Reading or reading classroom with teacher support and continued progress monitoring
6	Grade 5 FSA-ELA	Spring 2019	Score of 3	Provide standards-based instruction and monitor progress
6	Grade 5 FSA-ELA	Spring 2019	Score of 4 or 5	Consider placement in honors ELA, provide standards-based instruction and monitor progress
7	Grade 6 FSA-ELA	Spring 2019	Score of 1	Attach to FSA score a letter notifying the parent of the student's failure to meet level of proficiency; placement in Intensive Reading class for decoding, fluency
7	Grade 6 FSA-ELA	Spring 2019	Score of 2	Attach to FSA score a letter notifying the parent of the student's failure to meet level of proficiency, consider best placement in Intensive Reading or reading classroom with teacher support and continued progress monitoring
7	Grade 6 FSA-ELA	Spring 2019	Score of 3	Provide standards-based instruction and monitor progress
7	Grade 6 FSA-ELA	Spring 2019	Score of 4 or 5	Consider placement in honors ELA, provide standards-based instruction and monitor progress
8	Grade 7 FSA-ELA/	Spring 2019	Score of 1	Attach to FSA score a letter notifying the parent of the student's failure to meet level of proficiency; placement in Intensive Reading class for decoding, fluency

8	Grade 7 FSA-ELA/	Spring 2019	Score of 2	Attach to FSA score a letter notifying the parent of the student's failure to meet level of proficiency, consider best placement in Intensive Reading or reading classroom with teacher support and continued progress monitoring
8	Grade 7 FSA-ELA/	Spring 2019	Score of 3	Provide standards-based instruction and monitor progress
8	Grade 7 FSA-ELA	Spring 2019	Score of 4 or 5	Consider placement in honors ELA, provide standards-based instruction and monitor progress

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>Grades 6-8 Administer STAR</p>	<p>Assessment Period 1: August 2019</p> <p>Assessment Period 2: December 201</p> <p>Assessment Period 3: March 2019</p>	<p>Students who score at the 37th %ile or above on STAR (Green Success Zone)</p>	<ul style="list-style-type: none"> • Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards <ul style="list-style-type: none"> ○ Ongoing formative and summative progress monitoring to determine instructional needs 	<p>6th-Pearson Literature (Florida) 7th/8th-EMC Mirrors and Windows Collins Writing Newsela.com, ReadWorks.org, and Digital.ReadWorks.org for on and above Lexile level passages Grade-appropriate texts for all content areas USA TestPrep Teengagement</p>

		<p>Students who score below the 36th%ile on STAR (Yellow or Red Success Zone)</p>	<ul style="list-style-type: none"> • Adjust instruction to match student needs. Continue to monitor progress through formative and summative classroom assessments. • Provide enhanced instruction in reading comprehension strategies • Evaluate fluency and decoding levels if determined necessary • Intensive reading class if necessary • Implement Tier 2 and/or 3 interventions <p>Students who score below 12th %ile on STAR assessment</p> <ul style="list-style-type: none"> • Evaluate fluency using the NAEP Oral Reading Fluency Scale • Monitor fluency progress • Evaluate and progress monitor decoding skills using I-Ready and the San Diego Quick Assessment of Reading Ability SRA • Seek assistance from the School-Based Leadership Team (MTSS) or Instructional Coach to problem-solve and select interventions • Implement Tier 2 and/or 3 interventions to address specific needs. Options include strategy instruction, guided practice, skill remediation, etc. • Evaluate available data, including FSA, benchmark, STAR, computer-based instruction, and classroom assessments to determine primary need. 	<p>6th-Pearson Literature (Florida) 7th/8th-EMC Mirrors and Windows Collins Writing Newsela.com, ReadWorks.org, and Digital.ReadWorks.org for passages at instructional level USA TestPrep CRISS Strategies Metacognitive strategies Direct/Explicit instruction in content areas MobyMax FL Support Coach (Triumph Learning) Ready FL instructional materials (Curriculum Associates) at and below grade level Teengagement</p> <p>If a student’s scores indicate difficulties with word recognition (decoding, fluency):</p> <p>Explicit phonics instruction I-Ready-7th,8th Six-Minute Solution for fluency-6th Scholastic <i>Action-</i> reading intervention magazine</p>
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				<p>*Use Ongoing Progress Monitoring (OPM) to monitor student progress between assessment periods. If progress is not adequate, then consider change of placement or curriculum. Also, consider implementing other Tier 2 or 3 interventions related to phonics, fluency, vocabulary, or comprehension, as appropriate.</p>
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**Grade 9-12 Assessment/Decision Tree
Baker County**

Grade Level	Summative Assessments	Dates	If	Then
9	Grade 8 FSA-ELA	Spring 2019	Score of 1	Notify parent with a letter attached to FSA scores of graduation requirements related to FSA-ELA score; consider best placement (Intensive Reading, MTSS class, ELA classroom with teacher support)
9	Grade 8 FSA-ELA	Spring 2019	Score of 2	Notify parent with a letter attached to FSA scores of graduation requirements related to FSA-ELA score; place in ELA class with teacher support for reading comprehension; monitor progress; consider intervention in elective classes
9	Grade 8 FSA-ELA	Spring 2019	Score of 3 or higher	Provide standards-based instruction and monitor progress
9	Grade 8 FSA-ELA	Spring 2019	Score of 4 or 5	Consider placement in honors ELA, provide standards-based instruction and monitor progress
10	Grade 9 FSA-ELA	Spring 2019	Score of 1	Notify parent with a letter attached to FSA scores of graduation requirements related to FSA-ELA score, consider best placement (Intensive Reading, MTSS class, ELA classroom with teacher support)
10	Grade 9 FSA-ELA	Spring 2019	Score of 2	Notify parent with a letter attached to FSA scores of graduation requirements related to FSA-ELA score, place in ELA class with teacher support for reading comprehension; monitor progress
10	Grade 9 FSA-ELA	Spring 2019	Score of 3 or higher	Provide standards-based instruction and monitor progress
10	Grade 9 FSA-ELA	Spring 2019	Score of 4 or 5	Consider placement in honors ELA, provide standards-based instruction and monitor progress
11	Grade 10 FSA-ELA/ FSA-ELA Re-take	Spring 2019/ Fall 2020	Score of 1 without concordant score	Notify parent with a letter attached to FSA scores of graduation requirements related to FSA-ELA score, consider best placement (Intensive Reading for decoding, ACT Prep Class, MTSS Class, ELA classroom with teacher support)
11	Grade 10 FSA-ELA/ FSA-ELA Re-take	Spring 2019/ Fall 2020	Score of 2 without	Notify parent with a letter attached to FSA scores of graduation requirements related to FSA-ELA score, consider best placement (ACT Prep Class, MTSS Class, ELA classroom with teacher support)

			concordant score	
11	Grade 10 FSA-ELA/ FSA-ELA Re-take	Spring 2019/ Fall 2020	Score of 3 or higher or concordant score (ACT/SAT)	Provide standards-based instruction and monitor progress
11	Grade 10 FSA-ELA	Spring 2019	Score of 4 or 5	Consider placement in honors ELA, provide standards-based instruction and monitor progress
12	FSA-ELA Re-take	Spring 2019/ Fall 2020	Score of 1 without concordant score	Notify parent with a letter attached to FSA scores of graduation requirements related to FSA-ELA score, consider best placement (ACT Prep Class, MTSS Class, and/or English for College Preparedness)
12	FSA-ELA Re-take	Spring 2019/ Fall 2020	Score of 2 without concordant score	Notify parent with a letter attached to FSA scores of graduation requirements related to FSA-ELA score, consider best placement (ACT Prep Class, MTSS Class, and/or English for College Preparedness)
12	FSA-ELA Re-take	Spring 2019/ Fall 2020	Score of 3 or higher or concordant score (ACT/SAT)	Consider placement in ENC 1101 for dual enrollment (if qualified) or provide standards-based instruction and monitor progress in English for College Preparedness

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>Grades 9-10 Administer TeEngagement benchmark assessments for all students in grades 9-10. See more information at https://teengagement.com</p> <p>FSA Retakers Administer TeEngagement benchmark assessments for students who have not met the graduation requirement. See more information at</p>	<p>Assessment Period 1: October 2019</p> <p>Assessment Period 2: December 2019</p> <p>Assessment Period 3: March 2020</p> <p>Assessment Period 4: May 2020</p>	<p>Student shows mastery of 70% of instructed standards</p>	<p>Green Success Zone*</p> <ul style="list-style-type: none"> • Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards 	<p>Green Success Zone Pearson <i>Literature</i> (Florida) Grade-appropriate textbooks in content areas TeEngagement instructional materials Text-based discussions Newsela.com for high-lexile versions of articles</p>

<p>https://teengagement.com</p>		<p>Student shows mastery of less than 70% of instructed benchmarks (Yellow or Red Success Zone)</p>	<p>Student shows mastery of more than 40% of instructed benchmarks.</p> <ul style="list-style-type: none"> Adjust instruction to match student needs. Continue to monitor progress through formative and summative classroom assessments. <p>Student shows mastery of less than 40% of instructed benchmarks.</p> <ul style="list-style-type: none"> Seek assistance from the School-Based Leadership Team (MTSS) or Instructional Coach to problem-solve and select interventions Implement Tier 2 and/or 3 interventions to address specific needs. Options include strategy instruction, guided practice, skill remediation, etc. Provide additional reading instruction in Intensive Reading or ACT Prep Class if appropriate. Evaluate available data, including FSA, TeEngagement, and classroom assessments to determine primary need. If necessary, administer the STAR or an oral reading fluency test using the NAEP rubric and/or the DAR. <p>If student is disfluent, as measured on the NAEP Oral Reading Fluency Scale, then place in Intensive Reading.</p> <ul style="list-style-type: none"> Progress monitor decoding using San Diego Quick Assessment of Reading Ability, Word Inventory, or Nonsense Word Test. <p>If student is in need of intensive reading intervention and not making growth in ELA class, then consider the best</p>	<p>If student is able to decode but needs to improve comprehension: Instruction in the content areas provided by teachers meeting district criteria (e.g. NG CAR-PD, FRI, CRISS, history of success with struggling readers): Pearson <i>Literature</i> Grade-appropriate textbooks in content areas TeEngagement instructional materials Text-based discussions Newsela.com for leveled passages at instructional level</p> <p>Intensive Reading class with a teacher with a Reading Certification or Reading Endorsement: Ten Steps to Improving College Reading Skills Newsela.com for leveled passages at instructional level Considering use of Xtreme Reading</p> <p>ACT Prep Class with a teacher with a history of success with students: Reading comprehension practice materials</p>
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			<p>service for the student among the following: place in Intensive Reading with support for comprehension, vocabulary, and fluency, place in ACT Prep Class class for support with comprehension and vocabulary, place in MTSS class and support with specific skills, provide Tier 2 or 3 intervention in the ELA classroom.</p> <ul style="list-style-type: none"> • Progress monitor comprehension using STAR Reading. 	<p>If a student's scores indicate difficulties with word recognition (decoding, fluency): Intensive Reading class with a teacher with a Reading Certification or Reading Endorsement: Explicit phonics instruction Fluency practice with below-grade-level texts Newsela.com for leveled passages at instructional level</p> <p>*Use Ongoing Progress Monitoring (OPM) to monitor student progress between assessment periods. If progress is not adequate, then consider change of placement or curriculum. Also, consider implementing other Tier 2 or 3 interventions related to phonics, fluency, vocabulary, or comprehension, as appropriate.</p>
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For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. A team including the reading intervention teacher and the instructional coach will meet to determine additional interventions to implement and/or to consider a change of placement or curriculum for the reading intervention. Individual students may also be referred to the Tier 2 team to consider implementation of additional research-based reading interventions.