

Charlotte 2018-19 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: Phebe Westby

Contact Email: phebe.westby@yourcharlotteschools.net

Contact Telephone: 941-255-0808

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 and 2016-2017 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Performance Goals							
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	52	54	55	56	56	58	58

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Growth (Learning Gains) Goals							
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	51	54	54	56	53	58	58

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
White/African American	16	14	17	12	18	11	11
White/Hispanic	7	6	5	6	9	5	5
Economically Disadvantaged/Non-Economically Disadvantaged	20	17	20	15	18	13	13
Students with Disabilities/Students without Disabilities	40	35	42	31	42	27	27
English Language Learners/ Non-English Language Learners	27	24	25	21	29	18	18

* 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.

Expenditures are utilized for high school reading teacher salaries. All three of our high schools continue to make gains in both achievement and with learning gains. We attribute this continued growth to the support reading teachers offer our students. The limited success that we have experienced with closing the achievement gaps (SWD specifically) is going to be addressed through our strengthened partnership and increased goal-setting with our Exceptional Student Education department. ELA teachers at the secondary level will be participating in district learning communities where data and professional development will be provided that addresses district goals.

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?

Student progress monitoring data is collected and reviewed by the district psychometrician and the Division of Learning team. Additionally this data is monitored by the District MTSS Core Team at their monthly scheduled meetings.

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.

Kindergarten: FLKRS/STAR Early Literacy data, DRA & iReady

1st-2nd grades: DRA & iReady data

3rd-5th grades: iReady data

6th-8th grades: iReady data &/or USA Test Prep data

9th-10th grades: USA Test Prep data

This data is then placed in EDIS, a program which enables the district, school and teacher to examine the data in a variety of ways.

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

Progress monitoring data is collected 2-3 times per year according to the time frame set forth by our district assessment calendar. Testing windows differ according to grade levels and data is reviewed after each window closing.

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

The Executive Director for Learning, Director of Elementary Education and the Director of Exceptional Student Education meet with school leadership to determine that appropriate interventions are in place for those students who are not progressing toward district goals. School Improvement Plans are developed, aligned with district strategic plan, and monitored to ensure a viable plan exists, and is being implemented with fidelity. Following the lead of the superintendent, the Executive Director of Learning and the Director of Elementary oversee all of these processes, and provide direction and guidance to stakeholders.

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?

Working as a team, the Executive Director for Learning, Director of Elementary Education and the Director of Exceptional Student Education, along with

curriculum specialists and school-based administration ensure that classroom instruction is aligned with grade level Florida standards.

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

Lesson plans at school sites are created by teachers utilizing district-created curriculum guides that identify appropriate district resources, ensuring that grade level Florida standards are being taught at the appropriate rigor. These lesson plans are shared with school-based administration. Through walk-throughs, formal and informal evaluations – school based administration are responsible for ensuring that classroom instruction is aligned with Florida standards. All professional development learning experiences that are ongoing throughout the school year are centered on the Florida standards.

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

Curriculum and pacing guides are reviewed/revised annually to ensure that resources and pacing are meeting the expectations and intent of the Florida standards. School-based administration meet with the directors and the superintendent to set goals and review these goals throughout the year. The goals of the district and school house are centered on students' demonstration of understanding and mastery of the Florida standards – making this a process that happens throughout the year.

6. In regard to access to informational text for each content area in a variety of mediums, please address the following:

A. Who at the district level will be responsible for ensuring that schools have access to informational text for each content areas in a variety of mediums?

The Executive Director for Learning and the Director of Elementary Education work in conjunction with the curriculum specialists to ensure that access to informational text across all content areas is available in a variety of mediums. This is achieved through the purchase of instructional materials.

B. In addition to using texts from core, supplemental and intervention programs, what will the district do to ensure that schools have access to informational text for each content area in a variety of mediums?

The district staffs a media center with specialists at all schools creating a hub of available information for all students. Additionally, access to GALE Learning and a variety of other online research/resource libraries are available for students online at school and at home. Elementary schools have a guided reading book room for K-3 students at each school. All elementary and Title I schools have a Family Reading and Resource Center. Classroom libraries also provide additional literacy experiences for students. Individual schools work with teachers to provide additional supplemental materials.

7. In regard to Universal Design for Learning (UDL), please address the following:

A. Who at the district level will ensure that the all classroom instruction is accessible to the full range of learners using UDL principles?

The Executive Director of Learning, the Director of Elementary Education, the Director of ESE and the Director of Professional Development along with school-based administration are all charged with ensuring all classroom instruction is accessible to the full range of learners using UDL principles.

B. What evidence will the district collect to demonstrate that all classroom instruction is accessible to the full range of learners using UDL principles for effective instructional design (planning) and delivery (teaching)?

The district will collect evidence of UDL principles through:

- *Agendas from PD on UDL
- *Fidelity check responses on UDL questions from all schools
- *Classroom visits where UDL principles are evident

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

Evidence of UDL principles will be collected annually.

8. As a separate attachment please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements and the district's 2018-2019 K-12 Comprehensive Research-Based Reading Plan, as well as documentation that the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district ELL contact to discuss alignment with their district ELL plan.

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 district master inservice plan?**

The Director of Professional Development

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

\$0

- 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..**

Who is responsible for ensuring this training is entered into the master inservice plan and is subsequently provided to reading coaches, classroom teachers and school administrators?

The Director of Professional Development

- 4. Was the training in question #3 funded through the Research-Based Reading Allocation? If not, please list the funding source for this training.**

District Inservice Allocation

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.**

<http://yourcharlotteschools.net/departments/documents/HR/17-18/InstructionalJobDescriptions.pdf?t=1523622587778>

Lead teacher

Academic Coach

Reading Coach – Elementary

Reading Coach - Secondary

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

None

- 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.**

In Charlotte county, all Title I schools have lead teachers/coaches which means that all of our elementary schools benefit from these positions. Our elementary schools are increasing student achievement and we are making progress towards decreasing the gaps within our subcategories. Additionally four of our elementary schools have opted to hire additional reading coaches to better meet the needs of their students.

Adding these positions at two of our middle schools with the highest population of economically disadvantaged students is proving to be beneficial as well. Student achievement is increasing and we are working on decreasing the gaps within our subcategories.

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

- a. Elementary:0
- b. Middle:0
- c. High:0

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

Just as our teachers are evaluated, lead teachers/coaches are also evaluated in a similar manner. School administrators work as the evaluators of the lead teachers/coaches and provide feedback on their job performance. Additionally lead teachers are the subject of an on-site survey at year's end from staff that lends another form of evaluation and not only provides for reflection, but also can indicate next steps for lead teachers.

The reduction of the barriers identified in the district strategic plan, improving school data on progress monitoring and state assessments as well as closing achievement gaps are all points of discussion when evaluating lead teacher/coach provided professional development.

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

\$0

Supports for Identificaiton and Intervention of Students With Reading Deficiencies

Districts ae required to submit Identificaiton 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?

Our high schools have teachers that provide intensive interventions through the Research-Based Reading Instruction Allocation.

Charlotte High School: 8.6 teachers

Lemon Bay High School: 4.2 teachers

Port Charlotte High School: 21.1 teachers

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.**

Our high schools have consistently been increasing the learning gains and the achievement levels have been increasing as well. It is the belief of CCPS that this increase can be attributed to the additional support that our students scoring at level 1 and level 2 receive from the teachers either in their reading courses or other other appropriate elective.

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

- a. Elementary:0
- b. Middle:0
- c. High:21.1

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

\$739, 211

5. **Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Intruction 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 Intruction Allocation, please list the funding source.**

We utilize Fountas & Pinnell's Phonics & Word Study Program and Words Their Way – both of these programs were purchased with instructional materials monies.

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:**Carmel Kisiday
2. **Email Address:**carmel.kisiday@yourcharlotteschools.net
3. **Phone Number:**941-255-0808

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

Meadow Park Elementary

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

- a. **Start Date:**6/4/2018
- b. **Which days of the week is SRC offered:**Monday -Friday
- c. **Number of instructional hours per day in reading:**5 hours
- d. **End Date:**6/29/2018
- e. **Total number of instructional hours of reading:**100

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.?

CCPS has added the criteria of highly effective to our SRC application as an expected requirement.

7. What is the anticipated teacher/student ratio?

1:12

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

Due to budget constraints only 3rd grade students will be served at SRC.

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

With the use of SAT 10 – H, iReady standards mastery assessments, coupled with classroom formative assessments teachers will have evidences to demonstrate growth in student achievement over the course 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	\$25,000
District expenditures on reading coaches	\$0
District expenditures on intervention teachers	\$739,211
District expenditures on supplemental materials or interventions	\$0
District expenditures on professional development	\$0
District expenditures on summer reading camps	\$0
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	\$0
Flexible Categorical Spending	\$0
Sum of Expenditures	\$764,211
Amount of district research-based reading instruction allocation for 2018-2019	\$764,211

APPENDIX A

Student Success!

Our Mission: To promote character and competence in a positive learning culture that ensures success and inspires purpose for ALL.

Charlotte County Public Schools Core Values:

- ✓ Collaboration
 - ✓ Communication
 - ✓ Integrity
 - ✓ Leadership
 - ✓ Excellence
 - ✓ Safety

Directors/C & I Meeting

April 23, 2018

8:00 a.m. – 12:00 p.m.

Room 156

Agenda

- Weekly Calendar Check Point/All
- School Support ~ Visits - Elementary/Carmel K.
- School Support ~ Visits – Secondary/Cheryl E.
- Superintendent Staff Weekly Report-Out/Cheryl E.
- Surplus Textbook Pick-up/Maggie G.
- K-12 Comprehensive Research-Based Reading Plan 2018-19/Phebe W.
 - State & District & School Goals
 - Performance Goals
 - Learning Gains Goals
 - Achievement Gaps
 - Alignment with SP&P and ESOL Plans

In Attendance:

Cheryl Edwards – Executive Director of Learning
Carmel Kisiday – Director of Elementary Learning
Mary Leonard – Directory of Professional Development
Kristy Johnson – Director of Exceptional Student Education
Ellen Harvey – Curriculum Specialist ELL, Fine Arts & World Languages K-12
Dawn Johnson – Curriculum Specialists Math K-12
Dawn Botelho – Psychometrician
Ashley Monier – Coordinator of Federal & State Programs
Cynthia Dunham-Derheimer – Curriculum Specialist Science K-12
Phebe Westby – Curriculum Specialist ELA & Media K-12

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 plan intervention for students scoring in the following performance levels:
 - 1) Scaled score of 497-529
 - 2) Scaled score of 438-496
 - 3) Scaled score of 437 and below; 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;

Administer I-Ready Diagnostic K-2				Administer DRA K-2																																																			
YRS AP1 July/Aug AP2 Nov/Dec AP3 April/May				<table border="1"> <tr> <td>K</td> <td>n/a</td> <td>January</td> <td>May</td> </tr> <tr> <td>1st</td> <td>July/August</td> <td>January</td> <td>May</td> </tr> <tr> <td>2nd</td> <td>July/August</td> <td>January</td> <td>May</td> </tr> </table>				K	n/a	January	May	1st	July/August	January	May	2nd	July/August	January	May																																				
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	AP1	AP2	AP3																																																				
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Then: <ul style="list-style-type: none"> Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies Provide differentiated small group instruction using appropriate leveled text. Provide a variety of opportunities to strengthen content reading and research through centers. Parental Notification of student progress is done through teacher and student-led conferencing Programs and Materials: <ul style="list-style-type: none"> Pearson Reading Street (Core) Online Pearson SuccessNet iReady LAFS English Language Arts Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies Guided Reading Resource Rooms Fountas & Pinnell Phonics & Word Study Words Their Way Heggerty’s Phonemic Awareness Delivery during the 90 minute reading block FCRR Literacy Center Follow-up Individualized Instructional Path on i-Ready Extension of activities through technology 				Then: <ul style="list-style-type: none"> Pearson Reading Street (Core): Compare to other formative assessment data Provide enhanced instruction in the high level reasoning skills Utilize Thinking Maps Strategies, vocabulary (tier 2 words) and reading comprehension. Strategies should include but are not limited to: explicit and implicit questioning, retelling, summarizing, and metacognitive strategies. Provide additional strategies for text reading efficiency focusing on comprehension and fluency Promote automaticity by providing practice readings with diversity, at the phrase, sentence or paragraph levels. Provide differentiated small group instruction to determine and focus on level of instruction. Determine P.A./Phonics level Utilize explicit, systematic & multisensory phonics instruction Students scoring in this range may need additional intervention (more time and smaller group size) in addition to or an extension of the 90 minute reading block Parental Notification: Same as in Green Success Zone and additional parental conferences may be triggered to inform of the interventions being utilized 				Then: <ul style="list-style-type: none"> Compare to other assessment data (i.e. unit tests) Determine P.A./Phonics level Utilize explicit, systematic & multisensory phonics instruction Fluency Score Students scoring in this range have been identified as having a substantial reading deficiency and will need additional intervention (more time and smaller group size in addition to and an extension of to the 90 minute reading block). More targeted instruction More Frequent OPM Students not responding to this intensive intervention will be further diagnosed and will receive instruction through alternative materials in order to accelerate reading success. Parental Notification: Same as in the Green & Yellow Zones; however students not making progress with interventions will have a formal progress monitoring plan which is developed with parental input; the MTSS process is formally started Programs and Materials: 																																															

	<p>Programs and Materials:</p> <ul style="list-style-type: none"> • Pearson Reading Street (Core) 	<ul style="list-style-type: none"> • Pearson Reading Street (Core) • Pearson RTI/My Sidewalks • Appropriate leveled text for small group differentiated instruction focusing on before, during and after strategies • Guided Reading Resource Rooms • On-Line Pearson SuccessNet
	<ul style="list-style-type: none"> • Pearson RTI Component • Appropriate leveled text for small group differentiated instruction focusing on before, during and after strategies • Guided Reading Resource Rooms • On-Line Pearson SuccessNet • Fountas & Pinnell Phonics & Word Study • Words Their Way • Heggerty's Phonemic Awareness • FCRR Literacy Center Follow-up • Individualized Instructional Path on i-Ready • Extension of activities through technology 	<ul style="list-style-type: none"> • Fountas & Pinnell Phonics & Word Study • Words Their Way • Heggerty's Phonemic Awareness • Delivery during the 90 minute reading block + iii 30 minutes • FCRR Literacy Center Follow-up • Individualized Instructional Path on i-Ready • Extensions of Activities through technology
<p>**NOTE: Any individual student who continues to strive for success may be placed through the MTSS process where more intense interventions can be provided to them. These can include pulling out students into small group or one-on-one instruction with the specialized curriculum as outlined in Tier 3. ***All IEP, 504 and ELL plans are followed and implemented with fidelity across all tiers.</p>		

<p>Grades 3-5</p> <p>Florida Standards Assessment (FSA will be used as our FINAL progress monitoring) I-Ready Diagnostic Classroom Formative Assessments</p>	<p>i-Ready Assessment Scheduling</p> <p>YRS AP1 July/Aug AP2 Nov/Dec</p> <p>RSY AP1 Aug/Sept AP2 Dec/Jan</p>	
<p>Green Success Zone IF:</p> <ul style="list-style-type: none"> FSA Level 3 or higher i-Ready Tier 1 (scores on or above grade level *) <i>*as defined by i-Ready</i> Classroom Formative Assessments 	<p>Yellow Success Zone IF:</p> <ul style="list-style-type: none"> FSA Level 2 i-Ready Tier 2 (up to one year below grade level *) <i>*as defined by i-Ready</i> Classroom Formative Assessments 	<p>Red Success Zone IF:</p> <ul style="list-style-type: none"> FSA Level 1 i-Ready Tier 3 (one year or more below grade level *) <i>*as defined by iReady</i> Classroom Formative Assessments
<p>Then:</p> <ul style="list-style-type: none"> Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies Provide differentiated small group instruction using appropriate leveled text. Provide a variety of opportunities to strengthen content reading and research through centers. Parental Notification of student progress is done through teacher and student-led conferencing <p>Programs and Materials:</p> <ul style="list-style-type: none"> Pearson Reading Street (Core) Appropriate leveled text for small group differentiated instruction that focuses on before, during and after strategies On-Line Component Pearson SuccessNet i-Ready LAFS English Language Arts Fountas & Pinnell Word Work Words Their Way Delivery during the 90 minute reading block FCRR Literacy Center Follow-up Literacy Circles/ Literature Circles utilizing trade books Individualized Instructional Path on i-Ready Extension of activities through technology 	<p>Then:</p> <ul style="list-style-type: none"> Pearson Reading Street (Core): Compare to other assessment data (i.e. unit tests), Provide enhanced instruction in the high level reasoning skills Utilize Thinking Maps Strategies, vocabulary (tier 2 words) and reading comprehension. Strategies should include but are limited to: explicit and implicit questioning, Retelling, Summarizing, and metacognitive strategies. Provide additional strategies for text reading efficiency (comprehension and fluency). Promote automaticity by providing practice readings with diversity, at the phrase, sentence and paragraph level. Provide differentiated small group instruction to determine and focus on level of instruction. Determine P.A./Phonics level Utilize explicit, systematic & multisensory phonics instruction – if needed Students scoring in this range may need additional intervention (more time and smaller group size) in addition to or an extension of the 90 minute reading block Parental Notification: Same as in Green Success Zone and additional parental conferences may be triggered to inform of the interventions being utilized <p>Programs and Materials:</p> <ul style="list-style-type: none"> Pearson Reading Street (Core) Pearson RTI Component Appropriate leveled text for small group differentiated instruction focusing on before, during and after strategies On-Line Pearson SuccessNet Fountas & Pinnell Word Work Words Their Way Delivery during the 90 minute reading block 	<p>Then:</p> <ul style="list-style-type: none"> Provide targeted instruction in basic spelling patterns, affixes, root and base words in small group differentiated instruction. Determine intensity of intervention and frequency of OPM Provide intensive instruction in word study/ recognition Work on applying decoding strategies to connected text to reinforce purpose of strategies, Build fluency as accuracy increases and focus on comprehension strategies. Provide differentiated small group instruction to determine and focus on appropriate level of intervention. Determine P.A./Phonics level Utilize explicit, systematic & multisensory phonics instruction – if needed These students have been identified as having a substantial reading deficiency and will be provided additional iii instruction time (30 minutes five times a week) for reading outside of the 90 minute reading block. Parental Notification: Same as in the Green & Yellow Success Zones; however students not making progress with interventions will have a formal progress monitoring plan which is developed with parental input; the MTSS process is formally started Programs and Materials: Pearson Reading Street (Core) Pearson RTI Pearson My Sidewalks

	<ul style="list-style-type: none"> • FCRR Literacy Center Follow-up 	<ul style="list-style-type: none"> • Appropriate leveled text for small group differentiated instruction focusing on before, during and after strategies • On-Line Pearson SuccessNet • Fountas & Pinnell Word Work <ul style="list-style-type: none"> • Words Their Way
	<ul style="list-style-type: none"> • Individualized Instructional Path on i-Ready i-Ready LAFS English • Language Arts 	<ul style="list-style-type: none"> • Delivery during the 90 minute reading block • FCRR Literacy Center Follow-up • Individualized Instructional Path on i-Ready

****NOTE:** Any individual student who continues to strive for success may be placed through the MTSS process where more intense interventions can be provided to them. These can include pulling out students into small group or one-on-one instruction with the specialized curriculum as outlined in Tier 3. ***All IEP, 504 and ELL plans are followed and implemented with fidelity across all tiers.

Florida Standards Assessment (FSA)
District Progressing Monitoring:

- iReady Diagnostic
- Classroom Formative Assessments

AP1	AP2
Fall September/October	Winter January/February

**FSA will serve as our final progress monitoring data point.

Green Success Zone IF:

- FSA Level 3 or higher
- I-Ready Tier 1 (scores on or above grade level*) **as defined by iReady*
- Classroom Formative Assessments

Yellow Success Zone IF:

- FSA Level 2
- iReady Tier 2 (up to one year below grade level*) **as defined by iReady*
- Classroom Formative Assessments

Red Success Zone IF:

- FSA Level 1
- iReady Tier 3 (one year or more below grade level*) **as defined by iReady*
- Classroom Formative Assessments

Then:

- General English Language Arts or Advanced English Language Arts
- Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension and fluency practice strategies
- Provide differentiated small group instruction using appropriate leveled text
- Provide a variety of opportunities to strengthen content reading and research

Programs & Materials:

- HMH Florida Collections o Exposure to informational & literary text
Close Readers

Then:

- General English Language Arts and possible placement in Intensive Reading course in addition to ELA class – may be blocked or in separate classes
- Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension and fluency practice strategies
- Provide differentiated small group instruction using appropriate leveled text
- Provide a variety of opportunities to strengthen content reading and research

Then:

- General English Language Arts and placement in Intensive Reading course in addition to ELA class – may be blocked or in separate classes
- Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension and fluency practice strategies
- Provide differentiated small group instruction using appropriate leveled text
- Utilize iReady Instructional Grouping Profile Report to target specific interventions
- More targeted instruction with a focus on vocabulary and comprehension.

o Performance Assessment o Anchor texts

- Utilize iReady Instructional Grouping Profile Report to target specific interventions
- More targeted instruction with a focus on vocabulary and comprehension.

Programs & Materials:

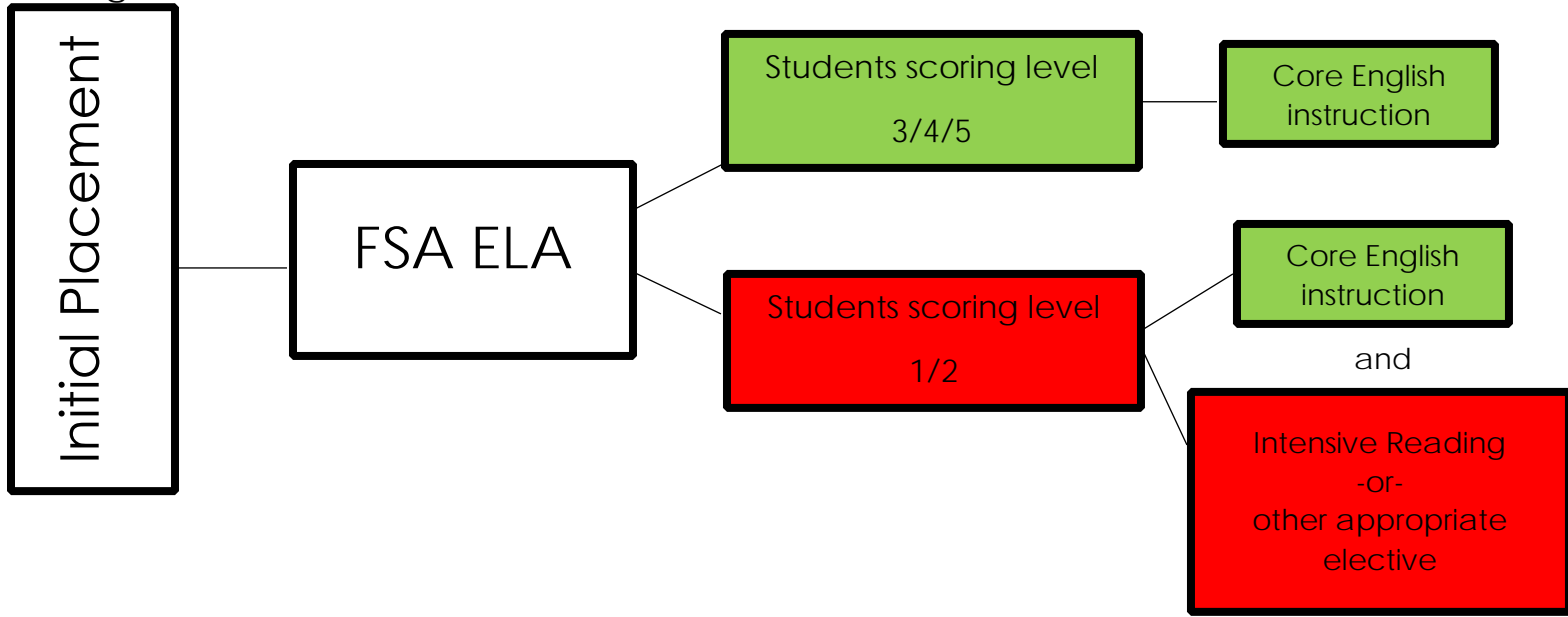
- HMH Florida Collections o Exposure to informational & literary text
o Close Readers o Performance Assessment o Anchor texts
- iReady Learning Path & resources

- Additional strategies are provided (questioning, retelling, summarizing)
- Programs & Materials:
• HMH Florida Collections o Exposure to informational & literary text
o Close Readers o Performance Assessment o Anchor texts
- iReady Learning Path & resources

Parents are informed of their child's performance on state and district assessments via our parent portal EDIS.

****NOTE: Any individual student who continues to strive for success may be placed through the MTSS process where more intense interventions can be provided to them. These can include pulling out students into small group or one-on-one instruction with the specialized curriculum as outlined in Tier 3.**

*****All IEP, 504 and ELL plans are followed and implemented with fidelity across all tiers.**



Grade /Asses sment	Dates	Programs/Materials/Strategies	
Grades 9-12 USA Test Prep	September/October & December/January **FSA serves as our 3 rd progress monitoring data point	Core English Course 51 st ile or above	<ul style="list-style-type: none"> • Core English Curriculum: HMH • Close Reading Strategies • Academic vocabulary • Anchor texts
		Intensive Reading -or- other appropriate elective 26 th ile-50 th ile 26 th ile and below	In addition to programs/materials/strategies for Core Course, <ul style="list-style-type: none"> • Graphic organizers for comprehension & vocabulary • Foundational skills are emphasized if needed • Greek & Latin root words, prefixes, suffixes emphasized • Multiple means of representation using auditory, visual, & kinesthetic learning • More close reading strategies • Individual & small groups • May be blocked with ELA for level 1 students or offered independently to level 2 students • Repeated exposure to anchor text for close reading
Parents are informed of their child’s performance on state and district assessments via our parent portal EDIS.			

**NOTE: Any individual student who continues to strive for success may be placed through the MTSS process where more intense interventions can be provided to them. These can include pulling out students into small group or one-on-one instruction with the specialized curriculum as outlined in Tier 3.

*** All IEP, 504 and ELL plans are followed and implemented with fidelity across all tiers.