

Charlotte 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: 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, 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	52	54	55	56	56	58	58

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	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
						11	11
White/African American	16	14	17	12	18		
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 teachers charged with the task of providing interventions to students with reading deficiencies. Targeting this specific population supports our district goals of increasing overall achievement and learning gains as well as decreasing the achievement gaps between our subgroups. It is the intention of CCPS to build upon and continue the momentum that has been laid at the elementary and middle school levels. We believe that the intensive interventions that high school reading teachers provide to students is the best way to meet our 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?

Working in conjunction with the district psychometrician, the Division of Learning team collects and monitors data after each progress monitoring event. Additionally this data is monitored by the District MTSS Core Team at their monthly 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.

K: FLKRS/STAR Early Literacy data, iReady, DRA
1st & 2nd: iReady & DRA
3rd -8th: iReady
9th-10th: USA Test Prep

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

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

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

Working as a team, the Executive Director for Learning, the Director of Elementary Learning and the Director of Exceptional Student Education meet regularly with the District MTSS Committee and school leadership to determine that appropriate interventions are in place for those students not progressing toward district goals. School Improvement Plans are developed, aligned with the district strategic plan, monitored and implemented with fidelity. The Executive Director of Learning, Director of Elementary Learning and the Director of Exceptional Student Education oversee all of these processes and provide guidance to all 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?

The CCPS Division of Learning team (Executive Director of Learning, Director of Elementary Learning, Director of Exceptional Student Education and the curriculum and instruction specialists) work with school-based administration to 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 administrators are responsible for ensuring that classroom instruction is aligned to the Florida standards. All professional learning experiences that are ongoing throughout the year are centered around 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 directors and superintendent to set goals and review these goals throughout the year. The goals of the district and the 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. 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.?**

Director of Professional Learning

- 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..**

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

1-013-006 Reading Foundations in Language & Cognition
1-013-007 Reading Foundations of Research-Based Practices
1-013-008 Reading Foundations of Assessment
1-013-009 Reading Foundations & Applications of Differentiated Instruction
2-100-001 Instructional Strategies and Methodology for Students With Disabilities
2-100-007 Providing General Support to Regular and Exceptional Student Education Teachers Regarding Students with Disabilities
2-100-008 Introduction to Exceptionalities
2-100-010 Evidence-Based Teaching Practices for Exceptional Learners, Grades K-12
2-100-011 ESE (Exceptional Student Education) Instructional Strategies for All Educators
2-100-013 Understanding Students with Autism Spectrum Disorder and Appropriate Instructional Strategies
2-100-014 Employing Kinesthetic Instructional Strategies and Activities in the Classroom to Meet the Needs of Exceptional Learners
2-100-017 Employing Differentiated Vocabulary Instructional Strategies
2-100-018 Reading Difficulties, Disabilities, and Dyslexia – Identification and Instructional Interventions in the Classroom

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.yourcharlotteschools.net/site/handlers/filedownload.ashx?moduleinstanceid=22600&dataid=17195&FileName=instructional%20book%20rev%2012-14-18.pdf>

Lead teacher – elementary schools
Academic coaches – middle schools
Reading coaches – elementary and secondary
Literacy coaches – all grade level bands

- 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 1 schools have lead teachers and/or coaches which means that all of our elementary schools and half of our middle schools benefit from these positions.

Moving forward into the 2019-2020 school year, literacy coaches will be provided to schools within each grade level band (elementary, middle and high) based upon data. Using a rubric, the Executive Director of Learning will review school grade performance, teacher evaluation scores, achievement gap of subgroups, the Federal Percent of Points Index data, and other criteria to identify the schools that will benefit from the support of a literacy coach. This criteria will be reviewed annually and the coaches will be assigned accordingly.

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

- a. **Elementary:**none
- b. **Middle:**none
- c. **High:**none

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 the year's end from staff that serves as another form of evaluation and feedback.

The reduction of the barriers identified in the district strategic plan, improving school data on progress monitoring and state assessments 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 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?

Charlotte High: 9.1 teachers
Lemon Bay High: 5.0 teachers
Port Charlotte High: 7.9 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.**

While our high schools continue to show improved achievement levels, students with reading deficiencies still require significant support. Having our neediest students take a reading course with a reading certified/endorsed teacher (officially beginning 2020-2021 school year), will enable our students to make learning gains and reach proficiency as they work towards meeting the requirements for graduation.

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

- a. Elementary:0**
- b. Middle:0**
- c. High:22**

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

\$732,242

- 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.:**

None.

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

\$0

- 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, Title I, FDLRS, IDEA (interventions targeted for SWD)

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:

Liberty Elementary School

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

- a. **Start Date:** June 5, 2019
- 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:** July 2, 2019
- 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	\$40,000
District expenditures on reading coaches	Click here to enter text.
District expenditures on intervention teachers	\$732,242
District expenditures on supplemental materials or interventions	Click here to enter text.
District expenditures on professional development	Click here to enter text.
District expenditures on summer reading camps	Click here to enter text.
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	Click here to enter text.
Flexible Categorical Spending	Click here to enter text.
Sum of Expenditures	\$772,242
Amount of district research-based reading instruction allocation for 2019-2020	\$772,242



ELEMENTARY & SECONDARY PRINCIPAL MEETING
“AFTER COMBINED”
(CONVERSATION WITH ELEMENTARY, MIDDLE, HIGH SCHOOL PRINCIPALS)

APRIL 10, 2019
10:15 – 1:15 / BOARDROOM
AGENDA

- I. **Charlotte County Critical Concepts: *Report-Out from District Task Force Committee***
 - a. 2.22.19 Agenda review
 - b. 2.22.19 Minutes review
 - c. Next steps:
 - i. April 15th, 7-9 am District Task Force Committee Meeting
 - ii. June 5th Critical Concepts Training – Mark Ruyle
 1. MCO/Boardroom: 9-4pm (School leadership teams & DOL team, teacher leaders)

- II. **Data Element – Reading Intervention Component: *Darrell & Dawn B***
 - a. Completing the process for 2018-19 SY
 - b. Plan to complete the process for 2019-20 SY

- III. **K-12 Comprehensive Reading Plan: *Cheryl, Carmel, Mary, Phebe, & Doug***
 - a. Decision Trees – alignment to MTSS
 - b. Reading Endorsement/Certification - Q&A
 - c. Alignment to SP&P
 - d. Subgroup data and goals

- IV. **Referendum funded items – next steps: *Cheryl, Kristy, Carmel, Mary***
 - a. The Arts: HS, MS, ES Band; HS, MS, ES Art; Children’s Theatre; HS, MS Drama/Chorus
 - b. ESE: Liaisons; Behavior Specialists
 - c. Professional Development: Critical Concepts/Standards PD; Support Personnel PD; Literacy & Math Coach Cadre PD
 - d. Learning: Literacy & Math Coach District Cadre; PSAT Funding; Elementary Stem Labs

- V. **Title IV Requests – *Ashley***

- VI. **2019-2020 SIP Planning & Impact on progress monitoring windows – ESSA/FPPI – *Ashley***

- VII. **Roll-out Plan Proposal & Discussion: Literacy and Math Coach District Cadre - *Cheryl***

*****Break-out Elementary & Secondary Principal Meetings immediately follows.***

Participants
<ul style="list-style-type: none">• All elementary principals (10)• All middle school principals (4)• All high school principals (3)• Center principals/directors (3)• Director of ESE• Direct of Elementary Learning/ELL Contact• Executive Director of Learning• Director of Information & Communication Systems• Curriculum specialists (teachers)

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;

CCPS K-3 Decision Tree

Grade	Assessment	Windows		
		BOY	MOY	EOY
K	FLKRS	July/August	X	X
K – 3 *	iReady	July/August	Nov./Dec.	April/May
K-3 *	STAR 360	August/October	December	March/May
K	DRA	X	January	May
1 st	DRA	July/August	January	May
2 nd	DRA	July/August	January	May

*Select schools will utilize iReady and select schools will use STAR 360

FLKRS is the first identifier for reading interventions in kindergarten (BOY) and iReady or STAR 360 is the first identifier for reading deficiencies for kindergarten through grade three. The Developmental Reading Assessment (DRA) supports those assessments and provides more information to drive instruction.

Green Success Zone:

- K FLKRS \geq 497
- K-3 iReady Score \geq 41st percentile
- STAR 360 \geq 55th percentile
- DRA Score

	BOY	MOY	EOY
K	n/a	2	4
1 st	4	10	16
2 nd	16	20	28

Yellow Success Zone:

- K FLKRS = 438-496
- STAR 360 = 25th percentile – 54th percentile
- DRA Scores (up to one year below grade level)

	AP1	AP2	AP3
K		A-1	3
1 st	3	4-8	>10
2 nd	>14	>18	>20

Red Success Zone:

- K FLKRS \leq 437
- K-3 iReady Score \leq 40th percentile
- STAR 360 \leq 24th percentile
- DRA Score

	BOY	MOY	EOY
K	n/a	< A	< 1
1 st	A-2	< 4	< 8
2 nd	<10	<14	<18

- Students with an IEP with reading goals
- Students enrolled in an ACCESS ELA course

Programs:

- Pearson Reading Street (Core)
- Online Pearson SuccessNet
- Ready LAFS
- Fountas & Pinnell Phonics/Word Study (explicit, systematic, multi-sensory phonics instruction)
- Scholastic Guided Reading Book Rooms
- Heggerty's Phonemic Awareness (K-2)

Programs:

- Same as in the Green Success Zone AND:
 - Explicit, systematic and multi-sensory experiences that may include:
 - My Sidewalks (Reading Street)
 - SRA
 - Reading Horizons
 - Wilson Phonics
 - Bartons
 - Really Great Reading

Students scoring in this range have been identified as having a substantial reading deficiency and will be coded as such for the Reading Intervention Component, with a reading certified/endorsed teacher beginning the 2020-2021 school year.

Parental Notification:

- Parents must be notified in writing if the child has a substantial reading deficiency and the notification must include:

<ul style="list-style-type: none"> • Individualized Instructional Path on iReady • Thinking Maps <p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Comprehensive Literacy Framework (guided, shared, modeled, and independent reading, literacy work stations) • Differentiated small group instruction including enrichment 	<ul style="list-style-type: none"> ▪ Words Their Way <p><u>Modified Instruction</u></p> <ul style="list-style-type: none"> • The above resources may will be utilized with modifications to the learning environment: <ul style="list-style-type: none"> ○ Smaller group sizes ○ Increased frequency/time of intervention ○ Progress monitoring of interventions will be done bi-weekly 	<ul style="list-style-type: none"> ○ The student's current level of performance, ○ A description of the proposed intensive interventions and supports provided to the child, strategies (including multisensory strategies) through a read-at-home plan the parent can use to help the child succeed in reading. <ul style="list-style-type: none"> • A progress monitoring plan will be developed for the student. • Students not responding to interventions may need further tiered support through the MTSS/Rtl process <p><u>Programs:</u></p> <ul style="list-style-type: none"> • Same as in Green & Yellow Success Zones <p><u>Modified Instruction:</u></p> <ul style="list-style-type: none"> • Smaller Group/ Individualized Instruction • Increased Time/Frequency of Intervention • Weekly progress monitoring of student response to interventions • The problem solving process will be used to review and adjust interventions as needed.
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CCPS *retained 3rd Grade – 5th Grade Decision Tree

FSA Level 1 – substantial reading deficiency
FSA Level 2 – reading deficiency

iReady *

BOY July/August	MOY Nov./Dec.	EOY X
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STAR 360 *

BOY August/October	MOY December	EOY March/May
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*Select schools will use iReady and select schools will use STAR 360

The first indicator for identifying students with having substantial reading deficiencies and reading deficiencies will be the FSA. iReady or STAR 360 will be used in support of the FSA or will be used as an identifier for students entering without FSA scores.

Green Success Zone:

- FSA Level 3 or higher
- iReady

3 rd	≥ 33 rd percentile
4 th	≥ 44 th percentile
5 th	≥ 42 nd percentile

- STAR 360 ≥55th
percentile

Yellow Success Zone:

- FSA Level 2
- iReady

3 rd	24 th – 32 nd percentile
4 th	34 th -43 rd percentiles
5 th	31 st -41 st percentiles

- STAR 360 25th -54th
percentiles

Red Success Zone:

- FSA Level 1
- iReady

3 rd	≤23 rd percentile
4 th	≤ 33 rd percentile
5 th	≤ 30 th percentile

- STAR 360 ≤24th percentile
- Students with an IEP with reading goals
- Students enrolled in an ACCESS ELA course

Programs:

- Pearson Reading Street (Core)
- Online Pearson Successnet
- Ready LAFS
- Fountas & Pinnell Word Study (explicit, systematic, multi-sensory phonics)
- Words Their Way (explicit, systematic, multi-sensory phonics)
- Individualized Instructional Path on iReady
- Thinking Maps
- Scholastic Guided Reading Book Rooms

Instruction:

- Comprehensive Literacy Framework (guided,

Students scoring in this range have been identified as needing reading interventions and will be coded as such for the Reading Intervention Component.

Programs:

- Same as in the Green Success Zone AND:
 - Explicit, systematic and multi-sensory experiences that may include:
 - My Sidewalks (Reading Street)
 - SRA
 - Reading Horizons

Students scoring in this range have been identified as having a substantial reading deficiency and will be coded as such for the Reading Intervention Component. These students will require a reading certified/endorsed teacher beginning the 2020-2021 school year.

Parental Notification:

- Parents must be notified in writing if the child has a substantial reading deficiency and the notification must include:

<p>shared, modeled and independent reading and literacy workstations)</p> <ul style="list-style-type: none"> Differentiated small group instruction including enrichment 	<ul style="list-style-type: none"> Wilson Phonics Bartons Really Great Reading Words Their Way <p>Modified Instruction</p> <ul style="list-style-type: none"> The above resources may will be utilized with modifications to the learning environment: <ul style="list-style-type: none"> Smaller group sizes Increased frequency/time of intervention Progress monitoring of interventions will be done bi-weekly 	<ul style="list-style-type: none"> The student's current level of performance, A description of the proposed intensive interventions and supports provided to the child, strategies (including multisensory strategies) through a read-at-home plan the parent can use to help the child succeed in reading. <ul style="list-style-type: none"> A progress monitoring plan will be developed for the student. Students not responding to interventions may need further tiered support through the MTSS/RtI process <p>Programs:</p> <ul style="list-style-type: none"> Same as in Green & Yellow Success Zones <p>Modified Instruction:</p> <ul style="list-style-type: none"> Smaller Group Sizes/ Individualized Instruction Increased Time/Frequency of Intervention Weekly progress monitoring of student response to interventions <p>The problem solving process will be used to review and adjust interventions as needed.</p>
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CCPS 6th - 8th Decision Tree

Substantial Reading Deficiency:
 FSA Level 1
 Reading Deficiency
 FSA Level 2

AIRWays

BOY	MOY
Aug./Sept.	January

The first indicator for identifying students with needing reading interventions and having reading deficiencies will be the FSA. AIRWays will be used to support the FSA or will be used as an identifier for students entering without FSA scores.

Green Achievement Zone

- FSA Level 3 or above
- AIRWays

6 th	≥ 434
7 th	≥ 450
8 th	≥ 471

Yellow Reading Intervention Zone:

- FSA Level 2
- AIRWays

6 th	395-433
7 th	405-449
8 th	417-470

Red Reading Deficiency Zone:

- FSA Level 1
- iReady Score

6 th	≤ 394
7 th	≤ 404
8 th	≤ 416

- Students with an IEP with reading goals
- Students enrolled in an ACCESS ELA course

Courses:

- General English Language Arts or Advanced English Language Arts

Programs:

- HMH Florida Collections
 - Close Readers
 - Performance Assessments
 - Anchor Texts

Students scoring in this range have been identified as needing reading interventions and will be coded as such for the Reading Intervention Component.

Courses:

- General English Language Arts
- May also provide an appropriate elective course (computers, learning strategies etc.)

Programs:

- Same as for Green Achievement Zone
- iReady Diagnostic & Individualized Instructional Path

Interventions:

Students scoring in this range have been identified as having a substantial reading deficiency and will be coded as such for the Reading Intervention Component. These students will require a reading certified/endorsed teacher to deliver interventions beginning the 2020-2021 school year.

Courses:

- General English Language Arts
- Intensive Reading

Programs:

- Same as for Green & Yellow Zones
- Ready LAFS student workbooks

Interventions:

- Same as Yellow Zone

	<ul style="list-style-type: none">• Differentiated small group instruction using appropriately leveled text• More targeted instruction with a focus on FSA reporting categories to include but not limited to academic vocabulary and comprehension• Progress monitoring of student response to interventions will be completed bi-weekly	<ul style="list-style-type: none">• Utilize iReady Instructional Grouping Profile Reports to target specific domains (phonics, vocabulary, comprehension etc.)• Weekly progress monitoring of student response to interventions
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CCPS 9th-12th Decision Tree

Substantial Reading Deficiency:
FSA Level 1

AIRWays

BOY	MOY
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Aug./Sept.	January
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Reading Deficiency:
FSA Level 2

*all 9/10 students and those in 11/12 that still need progress monitoring

FSA serves as the first identifier for students that need reading interventions and have a reading deficiency. AIRWays is utilized to support the FSA or will be utilized as an identifier for students enrolling without FSA scores in conjunction with, or in addition to, transcripts, previous courses etc.

Green Achievement Zone:

- FSA Level 3 or above
- AIRWays Scale Score:

9 th	≥ 487
10 th	≥ 498
11 th /12 th	≥ 513

Yellow Reading Intervention Zone:

- FSA Level 2
- AIRWays Scale Score:

9 th	431 - 486
10 th	455 - 497
11 th /12 th	458 - 512

- Concordant Score (ACT/SAT)
- ESE Waiver

Red Reading Deficiency Zone:

- FSA Level 1
- AIRWays Scale Score:

9 th	≤ 430
10 th	≤ 454
11 th /12 th	≤ 457

- Students with an IEP with reading goals
- Students enrolled in an ACCESS ELA course

Courses:

- Core English Course/Honors/AP/AICE/DE

Programs:

- HMH Florida Collections
 - Close Readers
 - Performance Assessments
 - Anchor Texts
- PSAT every 9th grader linking to Khan Academy

Students scoring in this range have been identified as needing reading interventions and will be coded as such for the Reading Intervention Component.

Courses:

- Core English Course
- May also provide an appropriate elective course (academic strategies,

Students scoring in this range have been identified as having a substantial reading deficiency and will be coded as such for the Reading Intervention Component. These students will require a reading certified/endorsed teacher to deliver interventions beginning the 2020-2021 school year. Students with an ACT/SAT concordant score or ESE waiver do not require instruction delivered by a reading endorsed/certified teacher.

Courses:

	<p>writing intensive etc.)</p> <p><u>Programs:</u></p> <ul style="list-style-type: none"> • Same as for Green Achievement Zone <p><u>Interventions:</u></p> <ul style="list-style-type: none"> • Differentiated small group instruction using appropriately leveled text • More targeted instruction with a focus on FSA reporting categories to include but not limited to academic vocabulary and comprehension • Progress monitoring of student response to interventions will be done bi-weekly 	<ul style="list-style-type: none"> • General English Language Arts • Intensive Reading or other appropriate/approved elective (academic strategies etc.) <p><u>Programs:</u></p> <ul style="list-style-type: none"> • Same as for Green & Yellow Zones • Reading IXL Diagnostic & lessons <p><u>Interventions:</u></p> <ul style="list-style-type: none"> • Using Reading IXL, teachers can support students in filling their gaps • Small Group instruction • Graphic organizers for comprehension and vocabulary • Foundational skills are emphasized if needed • Repeated exposure to anchor texts for close reading • Weekly progress monitoring of student response to interventions
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