

## Dixie 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:** Tracy Lee

**Contact Email:** [tracylee@dixie.k12.fl.us](mailto:tracylee@dixie.k12.fl.us)

**Contact Telephone:** 352-541-6338

### 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	53	54	51	56	51	57	59

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	53	54	44	56	49	58	60

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
						18	16
White/African American	25	23	24	20	21		
White/Hispanic	3	2	4	2	3	2	2
Economically Disadvantaged/Non-Economically Disadvantaged	19	18	11	16	9	14	12
Students with Disabilities/Students without Disabilities	31	29	36	26	36	23	21
English Language Learners/ Non-English Language Learners	0	0	0	0	0	0	0

\* 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.**

Our reading allocation expenditure will impact student achievement by providing one reading/instructional coach at each of our schools. These coaches will assist in providing professional learning in research based reading methods/materials to reading, language arts and content area teachers (where applicable). Our reading/instructional coaches will work to assist and guide teachers to improve their delivery of effective, research based reading/ELA instruction to tier 1 classes. Reading/instructional coaches will also work closely with reading intervention teachers to design engaging lessons using appropriate curriculum to

meet the unique learning needs of students with substantial reading difficulties. Reading/instructional coaches at the secondary level will work with content area teachers to make instructional decisions and select and use appropriate instructional materials to meet student needs with an emphasis on technical and informational text. They will also lead progress monitoring testing for their respective schools and assist teachers in evaluating PM scores and creating plans to meet the individual academic needs of students as demonstrated by data.

**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?**

A district level team consisting of the Superintendent of Schools – Mike Thomas, Director of ESE and Student Services – Alexa Mills, Director of Secondary and Elementary Education – Buddy Schofield, and Coordinator of Curriculum – Tracy Lee will collect and review student progress monitoring data periodically throughout the school year.

**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, i-Ready  
1st – 5<sup>th</sup> grade – i-Ready  
6<sup>th</sup> – 8<sup>th</sup> grade – i-Ready  
9<sup>th</sup> – 12<sup>th</sup> grade – STAR, Teengagement Assessment Accelerator,  
Commonlit benchmarks, USA Test Prep assessments, Achieve3000  
benchmark assessment, released and practice ACT/SAT tests

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

The district will collect and review progress monitoring data during the fall and winter, where they will meet with principals and reading/instructional coaches to discuss student progress and next steps.

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

The Director of ESE and Student Services - Alexa Mills is responsible for ensuring the fidelity of appropriate interventions for students not progressing towards district goals.

**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 Director of Elementary and Secondary Education – Buddy Schofield, Director of ESE and Student Services – Alexa Mills and the Coordinator of Curriculum -Tracy Lee share responsibility for ensuring lesson plans and classroom instruction is aligned to appropriate grade-level Florida Standards.

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

District and school level administrators will work together to see that classroom instruction is aligned with grade-level Florida Standards through monitoring of lesson plans, curriculum maps and formal and informal classroom walkthroughs.

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

The district will collect copies of formal and informal classroom walkthroughs at monthly principal meetings, where they will have an ongoing conversation about ensuring instruction is Florida standards aligned.

**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 Elementary and Secondary Education – Buddy Schofield is responsible for seeing that professional development activities funded through the Research-Based Reading Instruction Allocation are entered into the district master inservice plan.

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

Our district has chosen not to fund inservice activities with the Research-Based Reading Allocation. We will use either Title II or general funds to provide inservice activities.

**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.**

1-013-002 Reading Foundation Skills (Reading)

2-100-019 Reading Difficulties, Dyslexia and other Disabilities (SWD)

2-013-002 General Ed. Reading Methodology (Reading)

### **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://aplusweb.dixie.k12.fl.us/~isb@dixie.k12.fl.us/FOV1-00038DDC/%2360F%20Reading%20Coach.pdf?Plugin=Box>

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

Reading/instructional coaches from the following schools are funded from the Research-Based Reading Instruction Allocation:

Anderson Elementary School

Dixie County High School

Ruth Rains Middle School

Old Town Elementary 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.**

AES and RRMS were identified as schools having the greatest need based on student data, as both schools received a C for the 17-18 school year. DCHS and OTES earned a B for the 17-18 school year. However, each of the 4 schools in our district were found to have 1 or more deficiencies in a subgroup based on ESSA. We have found that literacy coaches are invaluable at each of the schools in our district for a variety of reasons:

-With the current teacher shortage we sometimes have to hire instructional staff who don't hold traditional degrees in education and have little to no experience planning and leading classroom instruction.

-We often hire first year, inexperienced teachers that need help "learning the ropes".

-Many of our more experienced teachers are facing strenuous new requirements of having to earn their reading endorsement as well as earn the 40 hour requirement in the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies.

-New and experienced teachers need assistance in interpreting, understanding and using data to guide classroom instruction.

-New and even experienced teachers are struggling to understand and implement the MTSS/RTI process in a way that meets the needs of struggling learners and gets them back on track to achieving grade level success.

Coaches are able to assist and provide support to instructional staff in each of the aforementioned areas by offering onsite and ongoing support so that teachers are better able to impact and improve the literacy of their students.

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

- a. **Elementary:** 1.4 reading/literacy coach positions, .7 at each elementary
- b. **Middle:** 0.7 reading/literacy coach position
- c. **High:** 1.0 reading/literacy coach position

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

The effectiveness of reading/literacy coaches in our district is measured based on their evaluation for the school year. This evaluation includes a VAM score, which is based on the schoolwide reading performance and learning gains of the school which they serve.

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

\$192,020

**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?**

Our district chose not to fund any reading intervention instructional positions through the Research-Based Reading Instruction Allocation funding.

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.**

N/A

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:** 0

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

N/A

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.:**

Our district has chosen not to use Research-Based Reading Instruction Allocation funds to provide supplemental instructional materials or interventions.

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.**

These supplemental resources will be purchased using non-adopted instructional materials funds, Title I funds or general funds

### **Summer Reading Camps**

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:** Tracy Lee
2. **Email Address:** [tracylee@dixie.k12.fl.us](mailto:tracylee@dixie.k12.fl.us)
3. **Phone Number:** 352-541-6338



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

Old Town Elementary School and Anderson Elementary School

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

- a. **Start Date:** June 3, 2019
- b. **Which days of the week is SRC offered:** Monday Tuesday Wednesday Thursday
- c. **Number of instructional hours per day in reading:** 6 hours per day
- d. **End Date:** June 27, 2019
- e. **Total number of instructional hours of reading:** 96 hours

**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

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

i-Ready diagnostic results will be collected to demonstrate growth in student achievement as a result of the instruction provided during SRC.

**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	\$9,000.00
District expenditures on reading coaches	\$192,020.00
District expenditures on intervention teachers	0
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 schools on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	\$201,020.00
Amount of district research-based reading instruction allocation for 2019-2020	\$201,020.00

# 2019-2020 READING PLAN MEETING AGENDA

DCHS	April 15, 2019 @ 12:30 pm @ DCHS
RRMS	April 17, 2019 @ 2:00 pm @ RRMS
OTES	April 18, 2019 @ 9:30 am @ OTES
AES	April 19, 2019 @ 8:30 am @ AES

## Agenda Items

- I. Progress Monitoring tools for 2019-2020 school year
  - Grade levels, subjects, how often
  - How will you use these scores to determine appropriate interventions?
- II. What evidence can you provide that classroom instruction is aligned to grade-level FL standards?
- III. Summer Reading Camps
  - Start/End Date:
  - Days of the week SRC is offered
  - Number of instructional hours per day
  - Total # of instructional hours of reading provided
  - Highly effective teacher?
  - Anticipated teacher/student ratio
  - Just grade 3? Others?
  - What evidence will be collected that demonstrates growth in student achievement due to attending SRC?
- IV. Intervention Decision Trees
  - Kindergarten through Grade 5
  - Grades 6-8
  - Grades 9-12

Signature and job title of attendees:

*K. Killis, Principal*  
*Chris Lord, AP OTES*  
*Paul Davis, Asst. Coord. OTES*  
*Shava Miles, ESE+Student Services, RTI/MTSS, ELL*  
*Karen Hauser, MIS Coordinator*  
*Aimee St. Laurent, 4th Grade Teacher*  
*Manish Smith, Rtg Coach DCHS*  
*Jacey Lee, Curr. Coord.*  
*Anne Jones, RRMS Reading Coach*  
*Christie Meeley, RRMS Principal*  
*K. Killis, AES Principal*

## 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;

# Dixie District Schools Chart DT1 - Elementary

- In KINDERGARTEN *ONLY* administer FLKRS (Florida Kindergarten Readiness Screener) within the first 30 days of school.
- In KINDERGARTEN *ONLY* administer letter naming/letter sound fluency assessment within the first month of school.
- In KINDERGARTEN – THIRD administer i-Ready diagnostic 1 within the first month of school. Also look at prior school year i-Ready diagnostic 3 (if available).
- In FIRST – THIRD grades use previous school year IOWA scores where available.
- In THIRD grade use previous school year FSA if available (retainees).
- Determine ORF rate.
- The school based Problem Solving Team meets. Using scores (and recommended ranges provided by the instrument developer) from the above assessments, along with teacher input and prior retention records (if available), the PST places students in one of the groups listed below.
- If a student fits in more than one group based on data, the PST will analyze data more closely to make a determination. If in doubt, the student will receive more intensive intervention until the data determines differently.
- Students found to need tier intervention will be coded in Skyward under data element 168521 with “A” for tier 2 and “B” for tier 3.
- Once a student has been assigned an MTSS tier the plan below will be followed until the PST decides the student should move up or down a tier or is demonstrating grade level proficiency as MTSS/RTI is a fluid process that can change based on the most recent data.
- Universal Progress Monitoring assessment (i-Ready diagnostic) will be given three times during the school year (fall, winter, spring).
- Tier 2 and Tier 3 students will receive 4 weeks of instruction then take a post assessment to determine if the intervention should continue or if another skill/standard should be addressed. Within the 4 weeks if a teacher sees that a student is mastering the skill/standard, they are to go ahead and assess then move those students to another appropriate intervention.
- Once a student has been assigned an MTSS tier the plan below will be followed until the PST decides the student should move up or down a tier or is demonstrating grade level proficiency as MTSS/RTI is a fluid process that can change based on the most recent data. PST will

**IF:**

**IN KINDERGARTEN**

- FLKRS Red-Early Emergent Readers (< 438)
- i-Ready lower yellow (100-230)
- letter/sound naming fluency < 8 letters or sounds

**IN FIRST – THIRD:**

- i-Ready 2 or more years below grade level (RED)
- IOWA below 40<sup>th</sup> percentile
- Prior retention(s)
- Prior year FSA if a retained 3<sup>rd</sup> grader

*Students in this category are identified as having a substantial reading deficiency. Parents will be notified and student will be marked in SIS as receiving reading intervention.*

**IF:**

**IN KINDERGARTEN:**

- FLKRS Yellow-Late Emergent Readers (438 - 496)
- i-Ready upper yellow (231-361)
- letter/sound naming fluency 9 - 17 letters or sounds

**IN FIRST – THIRD:**

- i-Ready 1 year below grade level (YELLOW)
- IOWA 40<sup>th</sup> – 49<sup>th</sup> percentile
- Prior retention
- Prior year FSA if a retained 3<sup>rd</sup> grader

*Students in this category are identified as having a reading deficiency. Parents will be notified and student will be marked in SIS as receiving reading intervention.*

**IF:**

**IN KINDERGARTEN:**

- FLKRS Green - Transitional Readers (> 496)
- i-Ready Green (362 +)
- letter/sound naming fluency 18 + letters or sounds

**IN FIRST – THIRD:**

- i-Ready on or above grade level (GREEN)
- IOWA at or above the 50<sup>th</sup> percentile

## Dixie District Schools Chart DT1 - Elementary

### THEN:

- Student must have a PMP/RTI Plan
- Parent must be informed their child has a *substantial* reading deficiency using the DCSD letter.
- A parent conference must take place and a read-at-home plan provided.
- Continue to provide grade level core instruction in ELA/Reading block.
- Student will receive differentiated, small group instruction in 90 minute ELA block.
- Continue to provide tier 2 instruction.
- Student must also be provided tier 3 intervention in addition to 90 minute ELA block. Intervention will consist of 20-30 minutes of small group instruction (3-5 students) 4- 5 days per week.
- Student must be provided intensive, explicit, systematic and multisensory phonics instruction.
- Student will be coded in Skyward using data element 168521 with Code B.
- Intervention will be monitored at a minimum of once every 4 weeks/16 days and reviewed at PST meetings.
- If a student is not showing improvement with an intervention then the intervention will be evaluated for fidelity of implementation. If found to be taught with fidelity then a new intervention should be considered.
- Parents will be provided with information about student response to intervention at the end of the school year.

### THEN:

- Student must have a PMP/RTI Plan
- Parent must be informed their child has a reading deficiency.
- A parent conference must take place and a read-at-home plan must be provided.
- Continue with grade level core instruction in ELA/Reading block.
- Student will receive differentiated, small group instruction in 90 minute ELA block.
- Student must be provided tier 2 intervention in addition to 90 minute ELA block. Intervention will consist of 15 – 20 minutes of small group (5 students) instruction provided by a teacher or a paraprofessional 3 days per week.
- Student will be coded in Skyward using data element 168521 with Code A.
- Intervention will be monitored at a minimum of once every month and reviewed at PST meetings.
- If a student is not showing improvement with an intervention then the intervention will be evaluated for fidelity of implementation. If found to be taught with fidelity then a new intervention should be considered.
- Parents will be provided with information about student response to intervention at the end of the school year.

### THEN:

- Continue with grade level core instruction in ELA/Reading block.
- Student will receive differentiated, small group instruction in 90 minute ELA block, which will include higher level enrichment activities in fluency, vocabulary and reading comprehension.

# Dixie District Schools Chart DT1 - Elementary

## RESOURCES:

- ELA Textbook HMH Journeys
- Saxon Phonics (AES K – 2<sup>nd</sup>)
- Ready books (AES 2<sup>nd</sup> – 3<sup>rd</sup>)
- IXL (AES K - 2)
- Education.com (OTES KINDERGARTEN only)
- Moby Max (OTES 1<sup>st</sup> - 2<sup>nd</sup> only)
- Study Island (AES/OTES 3<sup>rd</sup>)
- Leveled texts for small group instruction and independent reading
- FCRR Literacy Center Activities
- CPALMS lesson plans and resources
- I-Ready individual instructional path
- HMH Journeys intervention resources
- i-Ready intervention materials/lesson plans
- SIPPS (AES)
- Targeted explicit, systematic, multisensory phonics instruction based on diagnostic information via West Virginia's Reading First Explicit Phonics Lessons\*\*\*

## RESOURCES:

- ELA Textbook HMH Journeys
- Saxon Phonics (AES K – 2<sup>nd</sup>)
- Ready books (AES 2<sup>nd</sup> – 3<sup>rd</sup>)
- IXL (AES K – 2))
- Education.com (OTES KINDERGARTEN only)
- Moby Max (OTES 1<sup>st</sup> – 2<sup>nd</sup> only)
- Study Island (AES/OTES 3<sup>rd</sup>)
- Leveled texts for small group instruction and independent reading
- FCRR Literacy Center Activities
- CPALMS lesson plans and resources
- i-Ready individual instructional path
- HMH journeys intervention resources
- i-Ready intervention materials/lesson plans

## RESOURCES:

- ELA Textbook HMH Journeys
- Saxon Phonics (AES K – 2<sup>nd</sup>)
- Ready books (AES 2<sup>nd</sup> – 3<sup>rd</sup>)
- IXL (AES K - 2)
- Education.com (OTES KINDERGARTEN only)
- Moby Max (OTES 1<sup>st</sup> – 2<sup>nd</sup> only)
- Study Island (AES/OTES 3<sup>rd</sup>)
- Leveled texts for small group instruction and independent reading
- FCRR Literacy Center Activities
- CPALMS lesson plans and resources
- i-Ready individual instructional path

# Dixie District Schools Chart DT1 - Elementary

- In FOURTH – FIFTH use previous school year FSA scores where available.
- In FOURTH - FIFTH administer i-Ready diagnostic 1 within the first month of school. Also look at prior school year i-Ready diagnostic 3 (if available).
- Determine ORF rate.
- The school based Problem Solving Team meets. Using scores (and recommended ranges provided by the instrument developer) from the above assessments, along with teacher input and prior retention records (if available), the PST places students in one of the groups listed below.
- If a student fits in more than one group based on data, the PST will analyze data more closely to make a determination. If in doubt, the student will receive more intensive intervention until the data determines differently.
- Students found to need tier intervention will be coded in Skyward under data element 168521 with “A” for tier 2 and “B” for tier 3.
- Universal Progress Monitoring assessment (i-Ready diagnostic) will be given three times during the school year (fall, winter, spring).
- Tier 2 and Tier 3 students will receive 4 weeks of instruction then take a post assessment to determine if the intervention should continue or if another skill/standard should be addressed. Within the 4 weeks if a teacher sees that a student is mastering the skill/standard, they are to go ahead and assess then move those students to another appropriate intervention.
- Once a student has been assigned an MTSS tier the plan below will be followed until the PST decides the student should move up or down a tier or is demonstrating grade level proficiency as MTSS/RTI is a fluid process that can change based on the most recent data. PST will meet monthly to review Tier 2 and Tier 3 post assessment data as well as after the universal progress monitoring assessment is given (fall, winter, spring) to review the universal progress monitoring assessment data and make adjustments to interventions as needed.

## IN FOURTH – FIFTH:

- i-Ready 2 or more years below grade level (RED)
- FSA LEVEL 1
- Prior retention(s)
- Prior year FSA if a retained 3<sup>rd</sup> grader

*Students in this category are identified as having a substantial reading deficiency. Parents will be notified and student will be marked in SIS as receiving reading intervention.*

## IN FOURTH – FIFTH:

- i-Ready 1 year below grade level (YELLOW)
- FSA LEVEL 2
- Prior retention

*Students in this category are identified as having a reading deficiency. Parents will be notified and student will be marked in SIS as receiving reading intervention.*

## IN FOURTH – FIFTH:

- i-Ready on or above grade level (GREEN)
- FSA LEVELS 3 - 5



# Dixie District Schools Chart DT1 - Elementary

## THEN:

- Student must have a PMP/RTI Plan
- Parent must be informed their child has a *substantial* reading deficiency using the DCSD letter.
- A parent conference must take place and a read-at-home plan provided.
- Continue to provide grade level core instruction in ELA block.
- Student may receive differentiated, small group instruction in 90 minute ELA block.
- Continue to provide tier 2 instruction.
- Student must also be provided tier 3 intervention in addition to 90 minute ELA block. Intervention will consist of 20-30 minutes of small group (3-5 students) instruction provided by a teacher 4-5 days per week.
- Student must be provided intensive, explicit, systematic and multisensory phonics instruction.
- Student will be coded in Skyward using data element 168521 with Code B.
- Interventions will be monitored every 4 weeks/16 days and reviewed at monthly PST meetings. The PST may decide the student should move up or down a tier (or that the student is demonstrating grade level proficiency) at these meetings as MTSS/RTI is a fluid process that can change based on the most recent data.
- If a student is not showing improvement with an intervention then the intervention will be evaluated for fidelity of implementation. If found to be taught with fidelity then a new intervention should be considered.
- Parents will be provided with information about student response to intervention at the end of the school year.

## THEN:

- Student must have a PMP/RTI Plan
- Parent must be informed their child has a reading deficiency.
- A parent conference must take place and a read-at-home plan must be provided.
- Continue with grade level core instruction in ELA/Reading block.
- Student may receive differentiated, small group instruction in 90 minute ELA block.
- Student must be provided tier 2 intervention in addition to 90 minute ELA block. Intervention will consist of 15 – 20 minutes of small group (5 students) instruction provided by a teacher or a paraprofessional 3 days per week.
- Student will be coded in Skyward using data element 168521 with Code A.
- Intervention will be monitored at a minimum of once every month and reviewed at PST meetings.
- If a student is not showing improvement with an intervention then the intervention will be evaluated for fidelity of implementation. If found to be taught with fidelity then a new intervention should be considered.
- Parents will be provided with information about student response to intervention at the end of the school year.

## THEN:

- Continue with grade level core instruction in ELA/Reading block.
- Student may receive differentiated, small group instruction in 90 minute ELA block, which will include higher level enrichment activities in fluency, vocabulary and reading comprehension.

# Dixie District Schools Chart DT1 - Elementary

## RESOURCES:

- ELA Textbook HMH Journeys
- Ready books (AES 4<sup>th</sup> – 5<sup>th</sup>)
- Study Island
- Leveled texts for small group instruction and independent reading
- FCRR Literacy Center Activities
- CPALMS lesson plans and resources
- I-Ready individual instructional path
- HMH Journeys intervention resources
- i-Ready intervention materials/lesson plans
- SIPPS (AES)
- Targeted explicit, systematic, multisensory phonics instruction based on diagnostic information via West Virginia's Reading First Explicit Phonics Lessons\*\*\*

## RESOURCES:

- ELA Textbook HMH Journeys
- Ready books (AES 4<sup>th</sup> – 5<sup>th</sup>)
- Study Island
- Leveled texts for small group instruction and independent reading
- FCRR Literacy Center Activities
- CPALMS lesson plans and resources
- i-Ready individual instructional path
- HMH journeys intervention resources
- i-Ready intervention materials/lesson plans

## RESOURCES:

- ELA Textbook HMH Journeys
- Ready books (AES 4<sup>th</sup> – 5<sup>th</sup>)
- Study Island
- Leveled texts for small group instruction and independent reading
- FCRR Literacy Center Activities
- CPALMS lesson plans and resources
- i-Ready individual instructional path

<b>Grades</b>	<b>Primary assessment used</b>	<b>FSA performance benchmark</b>	<b>Reading placement</b>	<b>Programs/strategies to be utilized</b>
6, 7, 8	<p>FSA ELA scores</p> <p>I-Ready (if FSA Scores are unavailable)</p>	<p>Students scoring a FSA ELA Score of a level 3, 4 or 5 in the previous academic year</p> <p>Or if FSA ELA Scores are not available: I-Ready scale score in the fall is at or above 566-Grade 6 583-Grade 7 594-Grade 8</p>	<p>Students will be provided high quality instruction at grade level in a Core ELA class along with a dedicated reading course where state standards are taught on grade level.</p>	<p>HMH Collections Newsela.org Readworks.org Commonlit.org I-Ready Ready Florida LAFS: English Language Arts Accelerated Reader Classroom novel studies</p>

<b>Grades</b>	<b>Primary assessment used</b>	<b>FSA performance benchmark</b>	<b>Reading placement</b>	<b>Programs/strategies to be utilized</b>
6, 7, 8	<p>FSA ELA scores</p> <p>I-Ready (if FSA Scores are unavailable)</p>	<p>Students scoring a level 2 on FSA ELA in the previous academic year</p> <p>Or if FSA ELA Scores are not available:  I-Ready scale score in the fall is below  542-Grade 6  566-Grade 7  583-Grade 8</p>	<p>Student’s parents will be notified of reading deficiency. Students will be provided high quality instruction at grade level in a Core ELA class along with a dedicated reading course where state standards are taught on grade level. Students will receive targeted intervention through their I-Ready instructional path during the timeframe of their reading class. Students will be monitored for progress through I-Ready Diagnostic Assessments and Standard’s Mastery Assessments. If progress monitoring indicates the student is not making progress toward grade level achievement, I-Ready intervention lessons will be provided in areas of deficiency (ies) along with additional instructional support in reading course. Tier 2 intervention will also consist of 15-20 minutes of small group instruction provided by a teacher or para 3-4 days per week and monitored at a minimum of once per month and reviewed at monthly team meetings. These students will be coded with the letter A on the Skyward reporting system showing that the student is being provided Tier 2 targeted reading intervention.</p>	<p>HMH Collections  Newsela.org  Readworks.org  Commonlit.org  I-Ready  Ready Florida LAFS: English Language Arts  Accelerated Reader  Classroom novel studies  I-Ready tools for intervention  Small group instruction</p>

<b>Grades</b>	<b>Primary assessment used</b>	<b>FSA performance benchmark</b>	<b>Reading placement</b>	<b>Programs/strategies to be utilized</b>
6, 7, 8	<p>FSA ELA scores</p> <p>I-Ready (if FSA Scores are unavailable)</p>	<p>Students scoring a level 1 on FSA ELA in the previous academic year</p> <p>Or if FSA ELA Scores are not available:  I-Ready scale score in the fall is below  496-Grade 6  542-Grade 7  566-Grade 8</p>	<p>Student’s parents will be notified of reading deficiency. Students will be provided intensive reading instruction in a small group from a reading endorsed/certified teacher where state standards are taught. Students will receive targeted intervention through their I-Ready instructional path during the timeframe of their reading class. Students will also receive additional fluency and comprehension strategies and practice through Read Naturally. Students will be monitored for progress through I-Ready Diagnostic Assessments and Standard’s Mastery Assessments as well as fluency checks. Tier 3 intervention will be added to Tier 2 intervention by placing students in an intensive reading course in order to receive additional instructional support in small groups 3-4 days per week utilizing I-Ready remedial lessons providing targeted intervention through increased frequency and intensity. These students will be coded with the letter A and B on the Skyward reporting system showing that the student is being provided both Tier 2 and Tier 3 targeted reading interventions.</p>	<p>Read Naturally  Florida Support Coach: Reading Comp.  I-Ready  Newsela.org  Readworks.org  Commonlit.org  I-Ready tools for intervention  Small group instruction  I-Ready remedial lessons  Accelerated Reader  Graphic Organizers  Collaborative Strategies  Close Reading Strategies</p>

	A	B	C	D	E	F	G	H
1	Grade Level:	Primary Assessment Used:	Performance Benchmark:	Reading Placement:	If a student does not respond to intervention:	Programs/ Materials	Instructional Strategies	Progress Monitoring Assessments
2	9th and 10th	FSA ELA Scores	If a student scores a level 4 or 5 on the FSA ELA in the previous academic year	Students will be scheduled for core ELA instruction in either PreAp English I (9th grade) or Honors English II (10th grade).	Not Applicable	HMH Collections; EngageNY; NewsELA; CommonLit; Achievethecore.org; Khan Academy	Graphic Organizers; Focused Note-Taking; Text Annotation; AVID Critical Reading Strategies; Cognitive Collaboration; Academic Discussions (Socratic Seminar); Close Reading Strategies; CPALMS Resources.	CommonLit Benchmarks; STAR
3	9th and 10th	FSA ELA Scores	If a student scores a level 3 on the FSA ELA in the previous academic year	Students will be scheduled for core ELA instruction in either PreAp English I/ regular English I (9th grade) or Honors English II/ regular English II (10th grade) <b>AND</b> students will be placed in an Advanced Reading Elective Course: Reading 1 (9th grade) or Reading II (10th grade) with 25 students or less.	Not Applicable	HMH Collections; EngageNY; NewsELA; CommonLit; Achievethecore.org; Khan Academy; Junior Great Books; TeEngagement; Perfection Learning-Progress to Success ELA (Level A-9th Grade or Level B- 10th grade); USA Test Prep; Perfection Learning- Review, Practice, and Mastery of ELA State Standards (Grade 9 and Grade 10); Classroom Novel Sets.	Graphic Organizers; Focused Note-Taking; Text Annotation; AVID Critical Reading Strategies; Cognitive Collaboration; Academic Discussions (Socratic Seminar); Close Reading Strategies; CPALMS Resources; Writing to Learn Strategies; Text-Based Writing.	CommonLit Benchmarks; STAR; TeEngagement Assessment Accelerator

	A	B	C	D	E	F	G	H
1	Grade Level:	Primary Assessment Used:	Performance Benchmark:	Reading Placement:	If a student does not respond to intervention:	Programs/ Materials	Instructional Strategies	Progress Monitoring Assessments
4	9th and 10th	FSA ELA Scores	If a student scores a level 2 on the FSA ELA in the previous academic year	Students will be scheduled for core ELA instruction in regular English I (9th grade) or regular English II (10th grade) <b>AND</b> based on the student's FSA ELA scale score, the student will be assigned to a grade level reading class if the student falls into the upper scale score subgroup or an intensive reading class if the student falls into the lower subgroup. Each student's cumulative data will also be taken into consideration when assigning placement. Both classes will be 50 minutes in length. The grade level reading class will be taught in a whole group setting with 25 students or less; the intensive reading class will be a combination of whole group and small group instruction with 20 students or less.	If the student does not respond to a specific reading intervention with the initial intensity provided, then the reading intervention instruction or materials will be changed . Students can be moved to an intensive reading class if previously placed in the grade level reading class or the student can be moved to a 50 minute smaller reading intervention class with increased small group instruction if previously placed in the regular 50 minute reading intervention class.	HMH Collections; EngageNY; NewsELA; CommonLit; Achievethecore.org; Khan Academy; Junior Great Books; TeEngagement; Perfection Learning-Progress to Success ELA (Level A-9th Grade or Level B- 10th grade); USA Test Prep; Perfection Learning- Review, Practice, and Mastery of ELA State Standards (Grade 9 and Grade 10); Florida Instruction Coach World Literature & Informational Text I and Florida Coach American Literature & Informational Text I (9th grade)/ Florida Instruction Coach World Literature & Informational Text II and Florida Coach American Literature & Informational Text II (10th grade); Classroom Novel Sets.	Graphic Organizers; Focused Note-Taking; Text Annotation; AVID Critical Reading Strategies; Cognitive Collaboration; Academic Discussions (Socratic Seminar); Close Reading Strategies; CPALMS Resources; Writing to Learn Strategies; Text-Based Writing; Explicit Instruction with Modeling; Independent reading with scaffolded tasks; increased use of scaffolds; Gradual Release Model with metacognition strategies; Differentiated Instruction; small group instruction; questioning; summarization; Learning Focused Strategies.	CommonLit Benchmarks; STAR; TeEngagement Assessment Accelerator

	A	B	C	D	E	F	G	H
1	Grade Level:	Primary Assessment Used:	Performance Benchmark:	Reading Placement:	If a student does not respond to intervention:	Programs/ Materials	Instructional Strategies	Progress Monitoring Assessments
5	9th and 10th	FSA ELA Scores	If a student scores a level 1 on the FSA ELA in the previous academic year	Students will be scheduled for core ELA instruction in regular English I (9th grade) <b>AND</b> will be placed in an intensive reading class that meets for two class periods (Tier 2 and Tier 3 interventions). 9th grade level 1 students will receive Tier 2 interventions in the intensive reading class through whole group instruction; additionally, these students will receive Tier 3 interventions through small group instruction targeting the specific areas of need. 10th grade level 1 students will receive Tier 2 interventions through the core ELA course taught by a reading endorsed teacher. The core ELA course will be limited to 15 students and a paraprofessional will be present 5 days per week in order to provide additional support. In addition, 10th grade level 1 students will receive Tier 3 interventions through an intensive reading class that utilizes small group instruction targeting the specific areas of need. All students will be assessed using the STAR Reading diagnostic data in order to identify the areas of deficiency. The Tier 2 core ELA, as well as, all reading intervention classes will be 50 minute class with 15 students or less. This intensive reading class will also be staffed with a paraprofessional.	If a student does not respond to a specific reading intervention with the initial intensity provided, then reading instruction will be altered based on student data. If data has not provided evidence for targeted reading intervention, then a more comprehensive diagnostic assessment will be administered: DAR, etc. As a result of more comprehensive diagnostic data, the student will possibly receive one-to-one intervention with a paraprofessional or reading coach.	HMH Collections; EngageNY; NewsELA; CommonLit; Achievethecore.org; Khan Academy; TeEngagement; USA Test Prep; Perfection Learning Review, Practice, and Mastery of ELA State Standards (Grade 9 and Grade 10); Florida Instruction Coach World Literature & Informational Text I and Florida Coach American Literature & Informational Text I (9th grade)/ Florida Instruction Coach World Literature & Informational Text II and Florida Coach American Literature & Informational Text II (10th grade); National Geographic Edge (Level B-9th grade and Level C-10th grade); ACHIEVE 3000; Classroom Novel Sets.	Graphic Organizers; Focused Note-Taking; Text Annotation; AVID Critical Reading Strategies; Cognitive Collaboration; Academic Discussions (Socratic Seminar); Close Reading Strategies; CPALMS Resources; Writing to Learn Strategies; Text-Based Writing; Explicit Instruction with Modeling; Independent reading with scaffolded tasks; increased use of scaffolds; Gradual Release Model with metacognition strategies; Differentiated Instruction; small group instruction; questioning; summarization; Learning Focused Strategies; Gradual Release Model used with all strategy instruction; one-to-one instruction with paraprofessional- PRN.	CommonLit Benchmarks; STAR; TeEngagement Assessment Accelerator; ACHIEVE 3000 Benchmark Assessment



	A	B	C	D	E	F	G	H
1	Grade Level:	Primary Assessment Used:	Performance Benchmark:	Reading Placement:	If a student does not respond to intervention:	Programs/ Materials	Instructional Strategies	Progress Monitoring Assessments
6	11th and 12th	FSA ELA 10th Grade Scores	If a student scores a level 1 or 2 on the 10th grade FSA ELA	Students will be placed in an intensive reading class where they will receive enhanced instruction in high-level reasoning skills, vocabulary skills/ strategies, and reading comprehension strategy instruction required to meet grade level standards, which are level 3 or above on the FSA ELA, or the concordant score on ACT or SAT college placement exams. The intensive reading class will be taught in a whole group setting with small group instruction as required.	If a student does not respond to a specific reading intervention with the initial intensity provided then the student will be moved to a small group setting or a one-to-one setting with a paraprofessional, who is monitored by a reading specialist, or the reading coach.	Khan Academy; EngageNY; NewsELA; CommonLit; Achievethecore.org; TeEngagement; Kaplan ACT; Kaplan SAT; McGraw Hill ACT; McGraw Hill SAT; Amsco Preparing for the ACT; AMSCO Preparing for the SAT; The Princeton Review ACT Test Prep; The Princeton Review SAT Test Prep; The Official ACT Test Prep; The Official SAT Study Guide.	Graphic Organizers; Focused Note-Taking; Text Annotation; AVID Critical Reading Strategies; Cognitive Collaboration; Academic Discussions (Socratic Seminar); Close Reading Strategies; CPALMS Resources; Writing to Learn Strategies; Text-Based Writing; Explicit Instruction with Modeling; Independent reading with scaffolded tasks; increased use of scaffolds; Gradual Release Model with metacognition strategies; Differentiated Instruction; small group instruction; questioning; summarization; Learning Focused Strategies; Gradual Release Model used with all strategy instruction; one-to-one instruction with paraprofessional- PRN.	Released and Practice ACT and SAT Tests
7	***All students receiving Tier 2 or Tier 3 reading intervention will be coded accordingly in Skyward using data element 168521. If the entire class							
8	serves as a Tier 2 or Tier 3 intervention then the entire class will be coded. Tier 2 classes (or students) will be coded A and Tier 3 classes (or							
9	students) will be coded B.							