

Franklin 2018-19 K-12 Comprehensive Research-Based Reading Plan

Contact Information

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

District Contact: Sue Summers

Contact Email: ssummers@franklin.k12.fl.us

Contact Telephone: 850-670-2810

District-Level Leadership

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

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

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	44	Click here to enter text.	43	Click here to enter text.		47	50

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	44	Click here to enter text.	43	Click here to enter text.	Click here to enter text.	49	51

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

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	16	Click here to enter text.	15	Click here to enter text.	20	15	10
White/Hispanic	3	Click here to enter text.	11	Click here to enter text.	8	5	1
Economically Disadvantaged/Non-Economically Disadvantaged	13	Click here to enter text.	20	Click here to enter text.	24	10	8
Students with Disabilities/Students without Disabilities	36	Click here to enter text.	36	Click here to enter text.	25	20	24
English Language Learners/ Non-English Language Learners	*	Click here to enter text.	24	Click here to enter text.	23	20	14

* 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.

The expenditures from the reading allocation will provide teachers and students with reading support through the reading coach position, professional development, purchase of assessment and supplemental instructional materials and the summer reading camp. The reading coach will assist with the disaggregation of data so students can be appropriately grouped for their intervention time. The coach will assist with the administration and planning of the progress monitoring tool to ensure that all students are included in the progress monitoring process. and the data is used to inform instruction.

The coach will monitor student progress and review with grade level teams the student data, MTSS interventions and assist with the regrouping of students based on the data. Funds will also be used to support teachers through professional development. The district is developing a standards based report card for grades K-2. Teacher will be involved in the development of the report card and provided professional development time to assist with the development of pacing guides for each grade level.

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?

The district Assessment Coordinator, Director of Special Programs and Coordinator of Curriculum are responsible for collecting and reviewing data at the district level.

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

The district will collect and review data from the progress monitoring tool (MAPS) for grades K-10 in ELA and math. The district will collect data on attendance for all students and will monitor passing rates for required courses for graduation for students in grades 9-12.

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

The district has purchased Performance Matters as our ILS platform and MAP data will be loaded into this platform for review at the classroom, grade, school and district level. This data will be reviewed at least twice each nine weeks by district staff. This review of the data will alert the district to trends, lack of progress by student class and/or grade level so interventions can be implemented.

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 Special Programs along with the Coordinator of Curriculum are responsible for ensuring the fidelity of students not making progress toward the district goals. The district staff will meet at least every nine weeks with the school level administration to review our findings and problem solve around students that are not making progress.

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 Coordinator of Curriculum is responsible along with the school level administrators.

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

The administration will collect lesson plans each nine weeks, classroom walk throughs and formal evaluations will be used to demonstrate instruction is aligned to the grade level standards. The data reviews will also be used to determine if the instruction being provided aligns with the standards.

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

Lesson plans are collected weekly, walk throughs are conducted at least every nine weeks and the formal observation is conducted annually.

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

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

Coordinator of Curriculum

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

The district has purchased Achieve 3000, the media center has a rich informational text selection and the content area text have digital resources that contain informational and original source materials that are available to all students.

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

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

Director of Special Programs

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

Lesson plans, classroom walk throughs and teacher evaluations

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

Lesson plans weekly, walk through each nine weeks formal evaluation annually.

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

See Appendix A.

Research-Based Reading Instruction Allocation

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

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

- who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

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

Professional Development

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

- 1. Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the district master inservice plan?**

Coordinator of Curriculum

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

\$15,000.00

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

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

The Director of Special Programs and Coordinator of Curriculum and Professional Development

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

Yes, this training will be provided through the reading allocation funds.

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.

Reading coaches must have the reading endorsement or a Master's degree in Reading

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

District has one K-12 School and one Charter School the PK-12 Franklin County School will have one reading Coach.

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.

Franklin County PK- 12 is the only public school in the district the Reading Coach will be funded through the reading allocation.

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

- a. Elementary: 50%
- b. Middle: 25%.
- c. High: 25%

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

Data from the statewide FSA, promotion data, and graduation rate will be used to determine the effectiveness of the reading coach position.

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

At least \$60,000 including benefits.

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?

Franklin County PK-12 School will provide a reading coach through the Reading allocation. Apalachicola Bay Charter School will receive their allocation of 27% based on FTE.

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.

Only one public school in the district.

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

- a. Elementary: 50%
- b. Middle: 50%
- c. High: 50%

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

\$60,000.00

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.:

Connect to Comprehension, Cindy Cupp Phonics Program, games (flashcards, board games, puzzles, letter tiles, etc) for phonological awareness, phonics, and comprehension

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

\$26, 138.00

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.**

Resources will be purchased with funds from the reading allocation.

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:** Sue Summers, Director of Special Programs
2. **Email Address:** ssummers@franklin.k12.fl.us
3. **Phone Number:** 850-670-2810 x4109
4. **Please list the schools which will host a SRC:**

Franklin County PK - 12 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 - Thursday
 - c. **Number of instructional hours per day in reading:** 5 hours
 - d. **End Date:** June 27, 2019
 - e. **Total number of instructional hours of reading:** 63 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.?**

Per union contract the position will be advertised with preference for reading endorsed or reading certified teachers.

7. **What is the anticipated teacher/student ratio?**

1:15

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?**

STAR Reading, FLDOE Portfolio Stories, Performance Matters Benchmark Assessments

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	\$44,804.00	
District expenditures on reading coaches	\$60,000.00	
District expenditures on intervention teachers	0	
District expenditures on supplemental materials or interventions	\$26,138.00	
District expenditures on professional development	\$15,000.00	
District expenditures on summer reading camps	\$20,000.00	
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0	
Flexible Categorical Spending	0	
	Sum of Expenditures	\$165,942.00
	Amount of district research-based reading instruction allocation for 2018-2019	\$165,942.00



Franklin County District Schools

85 School Rd., Suite 1
Eastpoint, FL 32328

Superintendent Traci Moses
tmoses@franklin.k12.fl.us
(850)670-2810 ex. 4111

August 7, 2018

Christina Whitfield,
ESE Reading Specialist
Just Read Florida!
Florida Department of Education
Tallahassee, FL 32399-0400

Ms. Whitfield,

This letter is to document that the person signed below collaborated in the development of the Comprehensive Reading Plan for Franklin County.

Respectfully,

Sue Summers, Director of Special Programs

Richie Herrington, Director of MIS and Assessment

Rhonda Griffin, Coordinator of Curriculum

DISTRICT 1
GEORGE THOMPSON

DISTRICT 2
PAM MARSHALL

DISTRICT 3
TERESA ANN MARTIN

DISTRICT 4
STACY KIRVIN

DISTRICT 5
CARL WHALEY

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

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

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

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to plan intervention for students scoring in the following performance levels:
 - 1) Scaled score of 497-529
 - 2) Scaled score of 438-496
 - 3) Scaled score of 437 and below; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

Franklin County School

Chart D1: K-5 Assessment/Curriculum Decision Tree Using the NWEA MAP Assessment

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>Kindergarten-5th Grade</p> <p>Administer NWEA MAP assessment</p> <p>K-1 will use Early Learning Screening and Map Growth assessment K-2</p> <p>2nd – 5th Grade will use Map Growth 2-5 Assessment</p> <p>MAP Student Goal Setting Worksheet and student progress report will be utilized to track progress with</p>	<p>Assessment Period 1: Aug 2018</p> <p>Assessment Period 2: Dec 2019</p> <p>Assessment Period 3: Mar/April 2019</p>	<p>Kindergarten Student’s RIT score is 150 or higher</p> <p>1st Grade Student’s RIT score is 170 or higher</p> <p>If 2nd Grade Student’s RIT score is 190 or higher</p> <p>If 3rd Grade Student RIT score is 200 or higher</p> <p>If 4th Grade Student RIT score is 209 or higher</p> <p>If 5th Grade Student RIT score is 215 or higher</p>	<p>Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, oral language, phonics and fluency at the word and/or connected text level. The MAP learning continuum will be utilized.</p>	<p>-Core Reading Program: Harcourt Journeys Whole Group Instruction-Language, vocabulary, phonics, comprehension, grammar, writing</p> <p>Small Group- Differentiated Instruction, Guided Reading Model</p> <p>Vocabulary-Journeys, Curious About Words</p> <p>Journey’s Reader’s Notebook</p> <p>Accelerated Reader/Vocabulary</p> <p>Moby Max/Brain Pop</p> <p>Smarty Ants</p> <p>Achieve 300</p> <p>Parents will be notified of progress at quarter 1 midterm via the MAP Achievement Status and Growth Projection Report and Student Progress Report. In addition, parents will be notified of progress after quarter 1 with results from Performance Matters standards based assessment results. Parents will again be informed of progress after the Winter Map assessment period in December with the Growth Projection Report and Student Progress Report. Additional communication will occur with standards based Performance Matters assessments taking place throughout the school year at each midterm and end of each quarter.</p>

Franklin County School

Chart D1: K-5 Assessment/Curriculum Decision Tree Using the NWEA MAP Assessment

<p>students and parents</p>		<p>If Kindergarten Student's RIT score is between 149 and 135</p> <p>1st Grade Student's RIT score is between 169 and 150</p> <p>2nd Grade Student's RIT Score is between 179 and 189</p> <p>3rd Grade Student's RIT Score is between 189 and 199</p> <p>4th Grade Student's RIT Score is between 200 and 208</p> <p>5th Grade Student RIT Score is between 205 and 214</p>	<p>Administer STAR Early Literacy grades K and 1. STAR assessment will occur monthly Grades K-5</p> <p>The RIT score learning continuum will be utilized to determine the targeted skills and level of daily differentiated intervention required for students. This instruction will be tracked using the MAP Data to Instruction Template for small groups.</p> <p>Note: Students scoring in this range will need to receive intensified interventions (more time and smaller group size) in addition to or an extension of the 90-minute reading block.</p>	<p>-Core Reading Program: Harcourt Journeys -Journeys Intervention Reading Program(s) -Daily small group differentiated intervention targeted to meet student's instructional needs (Students will need intervention in addition to or an extension of the 90-minute reading block.) Journeys' Write-In Reader- to support close reading with stop, think, and write activities and/or Journey's Toolkit to support any foundational skills students may be deficient in. Smarty Ants Cindy Cupp Phonics Instruction MAP Reading Fluency</p> <p>-Use the STAR diagnostic report to determine areas of strengths and weaknesses to target intervention with phonological awareness, phonics, vocabulary, and sentence comprehension. Journeys' Toolkit will provide support for these areas daily in addition to the 90- minute block. Bi-weekly progress monitoring using STAR/Journeys, running records and performance matters standards based progress monitoring assessments.</p> <p>Students will be grouped using the MAP Data to Instruction Template for small group differentiation based on the learning continuum.</p> <p>Parents will be notified of progress at quarter 1 midterm via the MAP Achievement Status and Growth Projection Report and Student Progress Report. In addition, parents will be notified of progress after quarter 1 with results from Performance Matters standards based assessment</p>
-----------------------------	--	---	---	--

Franklin County School

Chart D1: K-5 Assessment/Curriculum Decision Tree Using the NWEA MAP Assessment

				<p>results. Parents will again be informed of progress after the Winter Map assessment period in December with the Growth Projection Report and Student Progress Report. Additional communication will occur with standards based Performance Matters assessments taking place throughout the school year at each midterm and end of each quarter.</p>
		<p>Kindergarten Student's RIT score is 134 or below</p> <p>1st Grade Student's RIT score is 149 or below</p> <p>2nd Grade Student's RIT score is 178 or below</p> <p>3rd Grade Student's RIT score is 188 or below</p> <p>4th Grade Student's RIT score is 199 or below</p> <p>5th Grade Student's RIT score is 204 or below</p>	<p>Administer STAR Early Literacy. Use the Student Diagnostic Report (skill set scores) to determine targeted instruction and the level of daily differentiated intervention required for students. Provide more intensity through additional time and smaller group size.</p> <p>The RIT score learning continuum will be utilized to determine the targeted skills and level of daily differentiated intervention required for students identified as having a substantial reading deficiency. This instruction will be tracked using the MAP Data to Instruction Template for small groups.</p>	<p>-Core Reading Program</p> <p>-Journeys Intervention Reading Program(s)</p> <p>-Smarty Ants</p> <p>-Cindy Cupp Phonics Instruction</p> <p>- MAP Reading Fluency</p> <p>-Daily small group differentiated intervention targeted to meet student's instructional needs (Students will need intervention in addition to or an extension of the 90-minute reading block.) Journeys' Write-In Reader- to support close reading with stop, think, and write activities and/or Journey's Toolkit to support any foundational skills students may be deficient in.</p> <p>-Use the STAR diagnostic scores to determine areas of strengths and weaknesses to target intervention with phonological awareness, phonics, vocabulary, and sentence comprehension. Journeys' Toolkit will provide support for these areas daily in addition to the 90-minute block.</p> <p>-Bi-weekly progress monitoring using STAR/Journeys, running records and Performance Matters Standards based assessments.</p>

Franklin County School

Chart D1: K-5 Assessment/Curriculum Decision Tree Using the NWEA MAP Assessment

				<p>Students will be grouped using the MAP Data to Instruction Template for small group differentiation based on the learning continuum.</p> <p>Parents will be notified of progress at quarter 1 midterm via the MAP Achievement Status and Growth Projection Report and Student Progress Report. In addition, parents will be notified of progress after quarter 1 with results from Performance Matters standards based assessment results. Parents will again be informed of progress after the Winter Map assessment period in December with the Growth Projection Report and Student Progress Report. Additional communication will occur with standards based Performance Matters assessments taking place throughout the school year at midterm and the end of each quarter.</p>
--	--	--	--	---

Franklin County School

Chart D1: K-5 Assessment/Curriculum Decision Tree Using the NWEA MAP Assessment

Materials/Activities Chart Grades K-5			
	PROGRAMS/MATERIALS	ACTIVITIES	REFERENCES
PA	Journeys Toolkit Materials Moby Max	Small group instruction Computer based interventions	https://www.mobymax.com/results https://www.hmhco.com/~media/sites/home/educators/education-topics/hmh-efficacy/journeys_cc_2014_national_research_base_k-6.pdf
PHONICS	Cindy Cupp Phonics Smarty Ants	Small group instruction Computer based interventions	http://www.achieve3000.com/news/independent-study-shows-achieve3000-significantly-improves-students-literacy-growth/ https://www.cindycupp.com/2003%20Research.PDF
FLUENCY	Journeys Toolkit Materials Building Fluency Cards Smarty Ants Achieve 3000 MAP Reading Fluency	Small group instruction Computer based interventions	https://www.nwea.org/the-map-suite/ http://www.achieve3000.com/news/independent-study-shows-achieve3000-significantly-improves-students-literacy-growth/ https://www.hmhco.com/~media/sites/home/educators/education-topics/hmh-efficacy/journeys_cc_2014_national_research_base_k-6.pdf

Franklin County School

Chart D1: K-5 Assessment/Curriculum Decision Tree Using the NWEA MAP Assessment

Materials/Activities Chart Grades K-5			
	PROGRAMS/MATERIALS	ACTIVITIES	REFERENCES
VOCAB	Journeys Toolkit Materials Accelerated Reader Moby Max Smarty Ants	Small group instruction Computer based interventions	http://www.achieve3000.com/news/independent-study-shows-achieve3000-significantly-improves-students-literacy-growth/ https://www.mobymax.com/results https://ies.ed.gov/ncee/wwc/InterventionReport/12 https://www.hmhco.com/~media/sites/home/educators/education-topics/hmh-efficacy/journeys_cc_2014_national_research_base_k-6.pdf
COMPREHENSION	Journeys Toolkit Materials Accelerated Reader Moby Max Achieve 3000	Small group instruction Computer based interventions	http://www.achieve3000.com/news/independent-study-shows-achieve3000-significantly-improves-students-literacy-growth/ https://www.mobymax.com/results https://ies.ed.gov/ncee/wwc/InterventionReport/12 https://www.hmhco.com/~media/sites/home/educators/education-topics/hmh-efficacy/journeys_cc_2014_national_research_base_k-6.pdf

Franklin County School 2018-19
Chart D2: Sixth-Eighth Identification/Intervention Decision Tree

Decision Tress 6-8

Assessment: NWEA MAP (Measure of Academic Progress)
Dates: AP1: August 2018
AP2: December 2018
AP3: April 2019 (1st week)
Focus: Literature, Informational Text, Vocabulary Acquisition and Use

On-going Progress Monitoring: Performance Matters Standards-based Assessments, every 2-3 weeks
Students will have a reading and writing block built into their seven period schedule. Classes will be created based on previous year's FSA scores.

<p>If: Student score is <21 percentile-MAP, Level 1-FSA with the following scale scores:</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="padding: 2px;">6th Grade 257-303</td> <td style="padding: 2px;">7th Grade 259-308</td> <td style="padding: 2px;">8th Grade 267-317</td> </tr> </table>	6th Grade 257-303	7th Grade 259-308	8th Grade 267-317	<p>If: Student score is in the 21-40 percentile, Level 2-FSA with the following scale scores:</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="padding: 2px;">6th Grade 304-320</td> <td style="padding: 2px;">7th Grade 309-325</td> <td style="padding: 2px;">8th Grade 318-332</td> </tr> </table>	6th Grade 304-320	7th Grade 309-325	8th Grade 318-332	<p>If: Student score is ≥41 percentile, Level 3-5 FSA with the following scale scores:</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="padding: 2px;">6th Grade 321-above</td> <td style="padding: 2px;">7th Grade 326-above</td> <td style="padding: 2px;">8th Grade 333-above</td> </tr> </table>	6th Grade 321-above	7th Grade 326-above	8th Grade 333-above
6th Grade 257-303	7th Grade 259-308	8th Grade 267-317									
6th Grade 304-320	7th Grade 309-325	8th Grade 318-332									
6th Grade 321-above	7th Grade 326-above	8th Grade 333-above									

Franklin County School 2018-19
Chart D2: Sixth-Eighth Identification/Intervention Decision Tree

Then:

- Compare to other assessment data (e.g. FSA, STAR, Performance Matters Benchmark Assessments)
- Disaggregate data to determine area(s) of need and teach benchmarks face to face in small or individualized differentiated groups. The student’s instructional time will provide an appropriate level of instruction in high critical skills, vocabulary, and reading comprehension strategies required to meet grade level standards as follows:
- During the Reading class (50 minutes) students will receive three days per week small group targeted instruction determined by MAP and STAR data. Followed by progress monitoring with Performance every two weeks or as needed.
- Three days of Achieve 3000.
- During the Writing class (50 minutes) students will receive small differentiated instruction two days per week. Using the text-based writing articles and prompts for close reading opportunities providing text-based evidence.

Program and Materials:

Core Reading Program: Harcourt Collections
Program and Materials – Supplemental Intervention Reading Programs and/or

Then:

- Compare to other assessment data (e.g. FSA, STAR, Performance Matters Benchmark Assessments)
- Disaggregate data to determine area(s) of need and teach benchmarks face to face in small or individualized differentiated groups. The student’s instructional time will provide an appropriate level of instruction in critical thinking skills, vocabulary, and reading comprehension strategies required to meet grade level standards as follows:
- During the Reading class (50 minutes) students will receive two days per week small group targeted instruction determined by MAP and STAR data. Followed by progress monitoring with Performance Matters Standards-based Assessments, every two weeks or as needed.
- Two days of Achieve 3000.
- During the Writing class (50 minutes) students will receive small differentiated instruction two days per week. Using the text-based writing articles and prompts for close reading opportunities providing text-based evidence.

***Students at the lower end of the percentile range may require three days small group.**

Then:

- Compare to other assessment data (e.g. FSA, STAR, Performance Matters Benchmark Assessments)
- Disaggregate data to determine any area(s) of weakness that may need to be addressed.
- During the Reading and Writing class (50 minutes each) teachers will provide instruction in the core program **work to strengthen and expand students’ ability to read and understand complex text, academic vocabulary and language through multiple literacy strategies that include close reading, collaborative learning, performance and project-based activities.**
- Achieve 3000 daily for 20 minutes

Franklin County School 2018-19
Chart D2: Sixth-Eighth Identification/Intervention Decision Tree

Comprehensive Intervention Reading Programs:

Achieve 3000-whole, small, independent
Connect to Comprehension
Rewards
Success for All
Read Works-whole, small, independent
News ELA-whole, small, independent
Engage NY-whole, small, independent

Program and Materials:

Core Reading Program: Harcourt Collections

**Program and Materials – Supplemental
Intervention Reading Programs and/or
Comprehensive Intervention Reading Programs:**

Achieve 3000-whole, independent
Connect to Comprehension-small group
Read Works-whole, small, independent
News ELA-whole, small, independent
Engage NY-whole, small, independent

Franklin County School 2018-19
Chart D2: Sixth-Eighth Identification/Intervention Decision Tree

**For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify specific needs (areas of strength and weakness).
Teachers will meet monthly with the MTSS Committee (Interventionist, Reading Coach, Admin, Guidance) to review student data of those not responding to interventions and intervention materials.**

**Franklin County School 2018-19
Chart D3: Nine-Twelve Identification/Intervention Decision Tree**

Decision Tree 9-12

<p>Assessment: NWEA MAP (Measure of Academic Progress) Dates: AP1: August 2018 AP2: December 2018 AP3: April 2019 (1st week) Focus: Literature, Informational Text, Vocabulary Acquisition and Use</p> <p>On-going Progress Monitoring: Performance Matters Standards-based Assessments, every 2-3 weeks Students will have a reading and writing block built into their seven period schedule. Classes will be created based on previous year's FSA scores.</p>								
<p>If: Student score is <21 percentile-MAP, Level 1-FSA with the following scale scores:</p>			<p>If: Student score is in the 21-40 percentile, Level 2-FSA with the following scale scores:</p>			<p>If: Student score is ≥41 percentile, Level 3-5 FSA with the following scale scores:</p>		
<p>9th Grade 274-321</p>	<p>10th Grade 276-327</p>	<p>11-12th *Only those students that have not met graduation requirements</p>	<p>9th Grade 322-336</p>	<p>10th Grade 328-342</p>	<p>*11-12th Grade</p>	<p>9th Grade 337-above</p>	<p>10th Grade 343-above</p>	<p>11-12th Not Applicable</p>

Franklin County School 2018-19
Chart D3: Nine-Twelve Identification/Intervention Decision Tree

Then:

- Compare to other assessment data (e.g. FSA, STAR, Performance Matters Benchmark Assessments)
- Disaggregate data to determine area(s) of need and teach benchmarks face to face in small or individualized differentiated groups. The student’s instructional time will provide an appropriate level of instruction in high critical thinking skills, vocabulary, and reading comprehension strategies required to meet grade level standards as follows:
- During the Reading class (50 minutes) students will receive three days per week small group targeted instruction determined by MAP and STAR data. Followed by progress monitoring with Performance every two weeks or as needed.
- Three days of Achieve 3000.
- During the Writing class (50 minutes) students will receive small differentiated instruction two days per week. Using the text-based writing articles and prompts for close reading opportunities providing text-based evidence.

Program and Materials:

Core Reading Program: Harcourt Collections
Program and Materials – Supplemental

Then:

- Compare to other assessment data (e.g. FSA, STAR, Performance Matters Benchmark Assessments)
- Disaggregate data to determine area(s) of need and teach benchmarks face to face in small or individualized differentiated groups. The student’s instructional time will provide an appropriate level of instruction in critical thinking skills, vocabulary, and reading comprehension strategies required to meet grade level standards as follows:
- During the Reading class (50 minutes) students will receive two days per week small group targeted instruction determined by MAP and STAR data. Followed by progress monitoring with Performance Matters Standards-based Assessments, every two weeks or as needed.
- Two days of Achieve 3000.
- During the Writing class (50 minutes) students will receive small differentiated instruction two days per week. Using the text-based writing articles and prompts for close reading opportunities providing text-based evidence.

***Students at the lower end of the percentile range may require three days small group.**

Then:

- Compare to other assessment data (e.g. FSA, STAR, Performance Matters Benchmark Assessments)
- Disaggregate data to determine any area(s) of weakness that may need to be addressed.
- During the Reading and Writing class (50 minutes each) teachers will provide instruction in the core program **work to strengthen and expand students’ ability to read and understand complex text, academic vocabulary and language through multiple literacy strategies that include close reading, collaborative learning, performance and project-based activities.**
- Achieve 3000 daily for 20 minutes
- Novel Studies approved by Coordinator of Curriculum

Franklin County School 2018-19

Chart D3: Nine-Twelve Identification/Intervention Decision Tree

Intervention Reading Programs and/or Comprehensive Intervention Reading Programs:
Achieve 3000-whole, small, independent
Connect to Comprehension
Rewards
Success for All
Read Works-whole, small, independent
News ELA-whole, small, independent
Engage NY-whole, small, independent

Program and Materials – Supplemental Intervention Reading Programs and/or Comprehensive Intervention Reading Programs:
Achieve 3000-whole, independent
Connect to Comprehension-small group
Read Works-whole, small, independent
News ELA-whole, small, independent
Engage NY-whole, small, independent

Franklin County School 2018-19
Chart D3: Nine-Twelve Identification/Intervention Decision Tree

For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify specific needs (areas of strength and weakness).
Teachers will meet monthly with the MTSS Committee (Interventionist, Reading Coach, Admin, Guidance) to review student data of those not responding to interventions and intervention materials.