Gilchrist 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: Darby Allen
Contact Email: allend@mygcsd.org
Contact Telephone: 352-463-3200

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	56	57	64	59	65	61	62

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	49	50	61	52	59	61	63

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	28	26	20	24	20	21	19
White/Hispanic	12	11	16	10	12	9	8
Economically Disadvantaged/Non-Economically Disadvantaged	18	17	16	15	18	13	12
Students with Disabilities/Students without Disabilities	38	35	40	31	41	28	25
English Language Learners/ Non-English Language Learners	35	32	29	29	29	26	20

* 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.**

Funds from the reading allocation are expected to impact student achievement because the majority of our funds are used to pay reading coaches. The reading coaches have a primary role in the MTSS process at each of our schools. The coaches assist in determining who needs interventions, what interventions they should receive, whether the interventions are working, when to change interventions, and when to stop interventions. They are an integral part of the data review and problem solving process. In addition, our coaches are partially responsible for training teachers on how to provide interventions that are "intensive, explicit, systematic, and multisensory." This coming year, we are asking our coaches to

model the intervention process with certain groups of students so teachers can see interventions being provided with fidelity.   Reading Coaches will have a direct impact on the MTSS process, which will have a positive impact on reading scores. Furthermore, our reading coaches are the primary providers of professional development at the school level. Therefore, through their training, we will see improvement in our reading scores as well.

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?**

    Assistant Superintendent
    Director of Elementary Education
    Director of Secondary Education

    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.**

    Kg – FLKRS, i-Ready diagnostic data, district made test data
    Grades 1-8 - i-Ready diagnostic data, district made test data
    Grades 9-12 – Achieve 3000 or Read 180 diagnostic data, district made test data

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

    Progress Monitoring data will be collected and reviewed at least three times per year by the district.

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

    Assistant Superintendent, Director of Elementary Education, Director of Secondary Education

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?**

    Assistant Superintendent
    Director of Elementary Education
    Director of Secondary Education

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

Curriculum maps, Instructional Practice Guide (IPG) coaching tool (walk through data), Teacher Observation (includes informal and formal walk throughs), Instructional Team reports, lesson plans are kept at the school level (available to the district), grading practices aligned to standards (standards "tagged" when reporting grades)

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

Curriculum maps are collected twice per year at the district level. IPG and Walkthrough data is collected monthly through Instructional Team Reports. Lesson plans are also collected at the school site weekly, but accessible to the district as needed.

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.?**

   The Personnel Director and the Director of Elementary Education work together with the local consortium (NEFEC) to ensure that every professional development activity funded through the reading allocation (via reading coaches) is entered into the Master Inservice Plan (Professional Learning Catalog).

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

   We do not "directly" pay for any specific inservice activities using this allocation. We do pay three of our reading coach salaries using this allocation. As mentioned previously, our reading coaches provide the majority of the professional development at the school level. Therefore, the reading coaches' salaries that are paid through this allocation total $203,427.

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.

   2-013-005 – PDA Course – Dyslexia and Other Reading Difficulties
   1-013-002 – Reading Foundation Skills
   2-100-019 – Reading Difficulties, Dyslexia, and Other Disabilities

Reading/Literacy Coaches

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

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

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SCHOOL DISTRICT OF GILCHRIST COUNTY
READING COACH
JOB DESCRIPTION

 QUALIFICATIONS:
(1) Bachelor's degree from an accredited educational institution.
(2) Three (3) years successful teaching experience.
(3) Experience in presenting educational training programs with a demonstrated knowledge and practice of Language Arts or Reading preferred.
(4) Valid Florida teacher certification in appropriate area.
(5) Reading certification preferred.
(6) Must meet the No Child Left Behind Act regulations and requirements.
(7) Satisfactory criminal background check and drug screening.

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge of child growth and development and especially of characteristics of students/children in the age group assigned. Knowledge of prescribed curriculum. Basic understanding and knowledge of current technology. Knowledge of learning styles. Ability to use varied teaching methods. Knowledge of current trends, research and best practices related to education. Knowledge of School Board policies and practices as they relate to teaching. Ability to handle problems, concerns and emotional distress with sensitivity a n d tact. Ability to communicate orally and in writing with students, parents, and others. Ability to plan, establish priorities and implement activities for maximum effectiveness. Ability to assess levels of student achievement effectively, analyze test results, and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work with parents. Ability to work effectively with peers, administrators and others.
Knowledge of Florida Educator Accomplished Practices and Teacher Competencies.

REPORTS TO:
Principal

JOB GOAL
To assist and support classroom teachers in providing a balanced and effective reading program for all students.

SUPERVSES
Assigned personnel

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PERFORMANCE   RESPONSIBILITIES

Planning/Preparation

1. Ensure that student growth and achievement are continuous and appropriate for age group; subject area, and/or student program classification.
2. Establish and maintain a positive collaborative relationship with the students' families to increase   student achievement.
3. Establish long and short range plans based on student needs and District and state curriculum requirements.
4. Select, develop, or modify instructional materials to enhance learning and meet the needs of students with diverse cultural and socio-economic backgrounds, learning styles, and special needs.
5. Plan and prepare instructional strategies that contribute to a climate where students are actively engaged in meaningful learning experiences.
6. Assist in preparing for changing curriculum needs and continuous improvement.
7. Participate in the planning, implementation, and evaluation of the academic program.
8. Participate in cooperative long-range planning with departments and schools.

Classroom Management

9. Maintain a positive, organized and safe learning environment.
10. Use time effectively.
11. Manage materials and equipment effectively.
12. Instruct and supervise the work of volunteers and aides when assigned.
13. Establish and maintain effective and efficient record-keeping procedures.
14. Use appropriate student behavior management techniques when modeling lessons.
15. Assist in enforcement of school rules, administrative regulations, and Board policies.

Assessment/Evaluation

16. Develop and use assessment strategies (traditional and alternative) to assist the continuous development of students.
17. Interpret data (including but not limited to standardized and other test results) for diagnosis, instructional planning and program evaluation.
18. Carry out responsibilities for test administrators, i.e., handle materials in a secure manner.
19. Seek out multiple data sources providing evidence of student growth and developmental needs. Examples include: parent interaction, collegial team interaction, and planning.
20. Maintain specific records of data collection.
21. Coordinate the evaluation of the reading/academic program.

Intervention/Direct Services

22. Coordinate the development and revision of academic curriculum.
23. Assist with the selection of appropriate academic resources related to identified needs at school sites.
24. Develop guides and other support materials needed for assigned programs or service area.
25. Coordinate the parent programs.
26. Demonstrate knowledge and understanding of academic instruction and skill acquisition.
27. Model effective instructional strategies in classrooms as requested.
28. Apply principles of learning and effective teaching in instructional delivery.
29. Assist schools with various initiatives.
30. Develop or assist in the development of grants or proposals related to assignment.
31. Provide oversight to ensure successful implementation of activities and integrity of program
32. Provide technical assistance and expertise to school and district personnel.
33. Assist in interpreting statutes, Department of Education rules and programs, and policies and procedures of the district as they relate to the academic program.
34. Make recommendations for the selection of and coordinate the activities of reading/academic teachers.

Technology

35. Use technology resources effectively.
36. Use technology to establish an atmosphere of active learning.
37. Provide students with opportunities to use technology to gather and share information.
38. Facilitate student access to the use of electronic resources.
39. Explore and evaluate new technologies and their educational impact.
40. Use technology to review student assessment data.
41. Use technology for administrative tasks.

Collaboration

42. Communicate effectively, both orally and in writing, with other professional, students, parents and community.
43. Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting student standards.
44. Maintain effective communication with parents to solicit input in relation to student records.
45. Collaborate with peers to create quality instructional environment.
46. Serve as liaison to outside agencies related to assigned programs or services.
47. Use appropriate styles and methods to motivate, gain commitment and facilitate task accomplishment.

Professional Development

48. Conduct personal assessment periodically to determine professional development needs with reference to specific assignment.
49. Develop and implement a Professional Development Plan annually in accordance with state and district requirements.
50. Maintain expertise in assigned areas to fulfill position goals and objectives.
51. Set high standards and expectations and promote professional growth for self and others.
52. Facilitate the development, implementation and evaluation of training activities in reading and academic area for school based staff.
53. Promote professional growth activities in reading and academic areas.
54. Attend training sessions, conferences and workshops as assigned or appropriate to keep abreast of current practices, programs and legal issues.
55. Participate in cross-training activities as required.
56. Participate in data collection of teacher input on administrator's performance assessment program.

Professional Responsibilities

57. Exercise a service orientation when working with others.
58. Respond to inquiries and concerns in a timely manner.
59. Keeper supervisor informed of potential problems or unusual events.
60. Serve on district committees as assigned or appropriate.
61. Work closely with district and school staffs to support school improvement initiatives and processes.
62. Recommend improvements for policies or procedures related to assignment.
63. Prepare or assist in the preparation of all required reports and maintain all appropriate work ethic.
64. Follow federal and state laws as well as School board policies.
65. Follow attendance, punctuality and other qualities of an appropriate work ethic.
66. Maintain confidentiality regarding school/work place matters.
67. Represent the district in a positive and professional manner.
68. Demonstrate support for the school district and its goals and priorities.
69. Assist in implementing the district's goals and strategic commitment.
70. Exercise proactive leadership in promoting the vision and mission of the district.
71. Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.
72. Perform others tasks or assigned duties consistent with the goals and objective of this position.

PHYSICAL REQUIREMENTS

Light work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be those established by the district.

EVALUATION

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

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

   Trenton High School
   Bell High School
   Trenton Elementary School
   *Bell Elementary School also has a reading coach, but she is not funded using this allocation.

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.**

   Yes, but all schools had similar needs. This is why we have a coach at all four schools.

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

   a. **Elementary:** one reading coach
   b. **Middle:** combined with high schools
   c. **High:** two reading coaches (middle and high school)

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

   The overall effectiveness of the reading coaches is measured by their impact on student achievement at the school level. 45% of their final evaluation comes from school-wide student reading data, while 55% comes from the Marzano evaluation system.   On a very specific level, the student data of the teachers they mentor or train individually is analyzed along with group data for groups of teachers for whom they provided professional development.   As a district, we also survey teachers informally, and sometimes formally, to elicit knowledge on the impact of their professional development activities with the coaches.

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

   $203, 427

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?**

   Trenton High School has one reading intervention teacher that is funded at 38% from the reading allocation.

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.**

   This school was identified to have a greater need, but we continue to fund reading intervention teachers outside of the reading allocation to ensure all of our students at every school receive appropriate reading instruction. This position is only partially funded at this school because the money runs out after paying three of our four reading coaches.

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

   a. **Elementary:**0
   b. **Middle:**38% of one reading teacher's salary
   c. **High:**0

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

   $21,430

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

   None – no money left in the allocation

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

   $0

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

   Instructional Materials or General Fund

Summer Reading Camps

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:** Darby Allen

2. **Email Address:** allend@mygcsd.org

3. **Phone Number:** 352-463-3200

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

   Trenton Elementary School
   Bell Elementary School

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

   a. **Start Date:** June 10, 2019
   b. **Which days of the week is SRC offered:** Monday through Thursday
   c. **Number of instructional hours per day in reading:** five
   d. **End Date:** July 18, 2019
   e. **Total number of instructional hours of reading:** 115 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.?**

   No. We were unable to secure teachers to teach the entire time who were highly effective.

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

   1 to 8

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?**

Students will have already taken their end of the year i-Ready diagnostic when camp begins. They will take the diagnostic again at the end of reading camp to help demonstrate growth as a result of camp. In addition, students will take the Standford-10 test right after we receive scores to determine if they achieve the 45th percentile and can be promoted based on that score. Any students who do not attain that score will be retested at the end of the camp on the Stanford-10 as well. This will also help to determine evidence of growth during camp.

300 Lowest-Performing Elementary Schools

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

Budget Review

Estimated proportional share distributed to district charter schools		0
District expenditures on reading coaches		$203,427
District expenditures on intervention teachers		$21,430
District expenditures on supplemental materials or interventions		0
District expenditures on professional development		0 (via coach salaries)
District expenditures on summer reading camps		0
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools		Click here to enter text.
Flexible Categorical Spending		Click here to enter text.
	Sum of Expenditures	$224,857
	Amount of district research-based reading instruction allocation for 2019-2020	$224,857

GCSD

Fulfilling Every Student's Potential

Gilchrist County School District
INSTRUCTIONAL TEAM MEETING

Friday, April 26, 2019

Vision: To continually provide high performing schools which include diversified experiences to all students so they exit college and/or career ready, are productive, contributing citizens and have an appreciation for and willingness to serve their community.

| EWS Level1/2 - Attendance | ⇨ | MTSS/ PBIS Universal Screener | ⇨ | Reading/ Writing Marriage 70% Focus/Organization | ⇨ | Math Discourse | ⇨ | SEL-Kindness Characterr Traits | ⇨ | Safe School |

Time	Agenda
8:00 a.m.	Breakfast
8:20 a.m.	Welcome/ Opener- Superintendent Rankin • Budget Meetings- April 29th BES:_____ BHS:_____ TES:_____ THS:_____ • DAC Report to SB- May 7 • Teacher Appreciation Week- May 6-10 • Retirement Recognitions- May 21 • Meeting with Seniors • Review of Out-of-County Students • Teachers Out Per Day • Sound at end of year events • June 20- Safety and Discipline Day
8:45 a.m.	Principal Sharing
8:50 a.m.	Character Trait: Boldness
9:00 a.m.	Data Review- (review any new data brought by the school- i.e. iReady Diagnostic, Standards Mastery, K-2 Progress Monitoring) Do we have evidence that we are making progress since our State of the School
10:00 a.m.	Reunification
10:45 a.m.	Summer Program Discussion of Needs
11:00 a.m.	Dress Code
11:15 a.m.	Comprehensive K-12 Reading Plan Review
11: 30 a.m.	Threat Assessment Update
11:40 a.m.	PBIS School, Staff and Family Climate Survey
11: 45 a.m. - 12:30 p.m.	Elementary and Secondary Break-outs
12:30 p.m.	Lunch
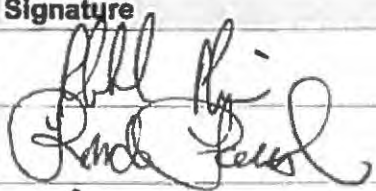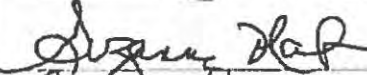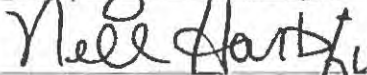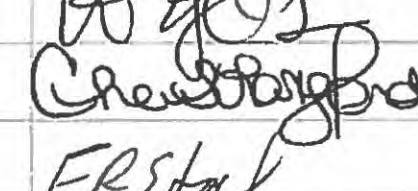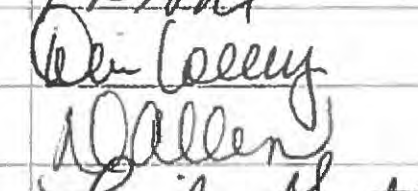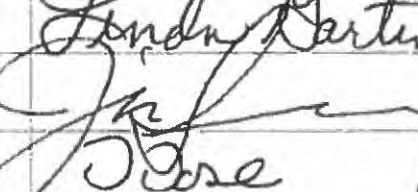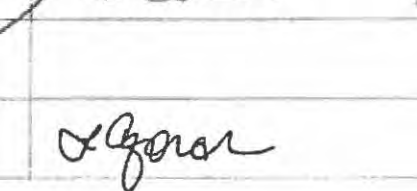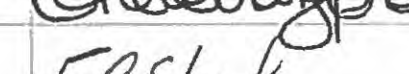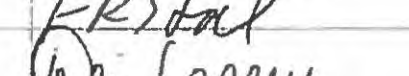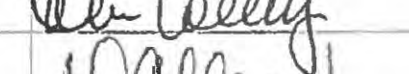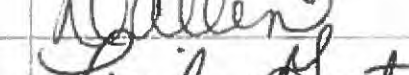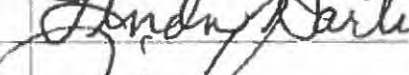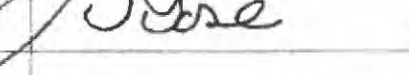
MEETING SIGN-IN SHEET

Project:	April Instructional Team Meeting		Meeting Date:	April 26, 2019
Facilitator:	Superintendent Rankin		Place/Room:	District Office

Name	Title	Company	Signature
Rob Rankin	Superintendent	DO	*(signature)*
Ronda Parrish	Assistant	DO	*(signature)*
Suzanne Mathe	Principal	BES	*(signature)*
Nell Hartsfield	AP	BES	*(signature)*
Sherry Lindsey	Principal	BHS	
Lisa Barry	AP	BHS	*(signature)*
Brent Douglas	AP	BHS	*(signature)*
Dr. Ronda Adkins	Principal	TES	*(signature)*
Scott Allen	AP	TES	
Wendy O'Steen *District ELL Contact*	AP	TES	*(signature)*
Cheri Langford	Principal	THS	*(signature)*
Ray Stoel	AP	THS	*(signature)*
Devin Colley	AP	THS	*(signature)*
Darby Allen *Reading Contact* *MTSS Contact**	Director of Elem Ed	DO	*(signature)*
Linda Gartin ✳	Director Second Ed	DO	*(signature)*
Dr. Jim Surrency ✳	Director of Special Programs	DO	*(signature)*
David Dose ✳	Director Finance	DO	*(signature)*
Patricia Powers ✳	Director of Resource Development	DO	
Terri Crawford	Director of Mental Health Services	DO	*(signature)*

4/26/19

Please see the attached agenda for our monthly Instructional Team Meeting where the reading plan was an agenda item. Prior to this meeting, the plan was sent out via email to all attendees requesting that they review it prior to attending this meeting so that the time allotted during this meeting would be used efficiently. Many of those participants actually sent written feedback ahead of time, which certainly helped expedite the process.

Our MIS Director, Mrs. Evelyn Barratt, does not attend Instructional Team meetings on a regular basis. Therefore, she was not in attendance during this final review. However, she and I work very closely together on a regular basis to ensure all data is in Skyward (our data management system) and Performance Matters (used to help "organize" data). Furthermore, we met at least seven times as we worked to accurately report our intervention numbers during this past school year. We have a plan moving forward to ensure those numbers are accurately reported during the first survey to avoid constantly making corrections in future years.

Darby Allen
Director of Elementary Education and Reading Contact
Gilchrist County

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;

Kindergarten – Third Grade Students

1) Kindergarten ONLY - Administer the STAR Early Literacy Assessment (FLKRS – Florida Kindergarten Readiness Screener) during the first month of school.
2) Administer the i-Ready diagnostic within the first month of school (after initial instruction on using the computer using the i-Ready recommended lessons – particularly for kindergarten). The i-Ready diagnostic test serves as a screener, diagnostic, and also a progress monitoring tool.
3) First – Third Grades ONLY – Use prior year's Stanford-10 scores as needed to make a determination.
4) Determine oral fluency rate.
5) When applicable, scores over time should be viewed together (i.e. Kg, 1st, and 2nd grade Stanford-10 scores and/or i-Ready diagnostic scores). This can easily be accomplished using Performance Matters.
6) Using the scores from the above assessments along with teacher input, place students in a group as described below.
7) If students fit in two different groups based on conflicting scores, the Problem Solving Team should make a determination based on other available data as to which group the student should be placed into. If a determination cannot be made, the student should be placed in the more intensive group until a determination can be made.
8) Once students have been identified, then follow the Responsibilities and Recommendations for interventions as listed below UNTIL the student demonstrates grade level proficiency.
9) The i-Ready diagnostic shall be given three times per year (beginning, middle, end). District level, teacher created progress monitoring tests will also be administered according to the district's progress monitoring plan. Each time progress monitoring is administered, every child should be "revisited" in the MTSS team meeting to identify any new needs and/or make adjustments to interventions.

Kindergarten – Third Grade			
Group	**Criteria**	**Responsibilities and Recommendations**	**Resources and Interventions**
Green - no obvious reading deficiency	*(Kg. only) FLKRS – Transitional Readers (675-774) and Probable Readers (775-900) *i-Ready – on or above grade level (green) – see attached chart *Stanford-10 – at or above the	1) Continue core instruction **on or above grade level** in English/Language Arts 2) Continue enrichment in high level reasoning skills, vocabulary, reading comprehension, fluency. 3) Provide differentiated small group instruction using grade level and above grade level text during the 90 minute reading block. 4) Provide a variety of opportunities to strengthen content area reading and research through various activities. 5) Instructional delivery shall be during the 90 minute reading block.	1) ELA Textbook: Journeys 2) Phonics Textbook: Open Court 3) Ready LAFS Workbook 4) i-Ready online – individualized instructional path 5) appropriate leveled text for small group/guided reading 6) FCRR Literacy Center activities 7) Extension activities via technology 8) STAR Reading Program (Renaissance)

	40th percentile	6) Monitor the student monthly using the *i-Ready Response to Instruction* report and the *i-Ready Instructional Usage* report along with classroom assessments and observations.	
Yellow – slight reading deficiency <mark>Students in this category who meet ALL of the criteria will be reported to the state as receiving interventions.</mark>	*(Kg. only) FLKRS – Late Emergent Readers (488-674) *i-Ready – up to one grade level below current grade level (yellow) – see attached chart *Stanford-10 – 30th-39th percentile *Students who fall in this category should have additional screenings to determine phonological awareness level, phonics level, and fluency scores.	1) Students in this range MUST have an Academic Improvement Plan. 2) The student's parents MUST be informed of the deficiency using the GCSD Reading Deficiency letter, and a parent conference MUST be held. 3) The student's parents MUST be provided a "read-at-home plan" to help. 4) Continue core instruction **on grade level** in English/Language Arts. 5) Provide differentiated small group instruction during the 90 minute reading block. 6) Provide appropriate interventions immediately following the identification of a reading deficiency. This may include small group or individual intervention. This intervention is in addition to the 90 minute reading block. 7) Specific interventions must be monitored monthly and reviewed at the MTSS meeting. 8) Monitor the student monthly using the *i-Ready Response to Instruction* report and the *i-Ready Instructional Usage* report along with classroom	1) ELA Textbook: Journeys 2) Phonics Textbook: Open Court 3) Ready LAFS Workbook 4) i-Ready online – individualized instructional path – use the *Instructional Grouping Profile* report for specific interventions 5) appropriate leveled text for small group/guided and INDIVIDUAL reading 6) FCRR Literacy Center activities and individual follow up to remediate 7) Extension activities via technology 8) Journeys intervention materials 9) Open Court intervention materials 10) i-Ready/Ready intervention materials found on i-Ready Central and the i-Ready Toolbox 11) STAR Reading Program (Renaissance) 12) Phonics for Reading (teachers must make this multisensory) 13) Zoom (comprehension curriculum for 3rd grade or higher) *NOTE* Interventions should focus on the individual student's needs as identified by both the diagnostic test(s) and

		assessments and observations. 9) **Interventions that are not successful should be evaluated for fidelity of implementation. If the intervention is truly not working, then it should be stopped and a new intervention should be put into place.**	teacher observation. Interventions must include instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension as appropriate. The Problem Solving Team must identify and prioritize interventions accordingly. Teachers will continue to receive training on making interventions multisensory. **All students in this group WILL participate in i-Ready as an intervention unless it is found to not be appropriate for an individual student. Some students in this group will need additional support – particularly if i-Ready is not a successful intervention for them.
Red – substantial reading deficiency All students in this category will be reported to the state as receiving interventions.	*(Kg. only) FLKRS – Early Emergent Readers (300-487) *i-Ready – more than one grade level below current grade level (red) – see attached chart *SAT10 – below the 30th percentile *Students who fall in this category should have additional	1) Students in this range MUST have an Academic Improvement Plan. 2) The student's parents MUST be informed of the deficiency using the GCSD Reading Deficiency letter, and a parent conference MUST be held. 3) The student's parents MUST be provided a "read-at-home plan" to help. 4) Continue core instruction on grade level in English/Language Arts. 5) Provide differentiated small group instruction during the 90 minute reading block. 6) The student MUST be provided "intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency" per Florida	1) ELA Textbook: Journeys 2) Phonics Textbook: Open Court 3) Ready LAFS Workbook 4) i-Ready online – individualized instructional path – use the *Instructional Grouping Profile* report for specific interventions 5) appropriate leveled text for small group/guided reading 6) FCRR Literacy Center activities and individual follow up to remediate 7) Literacy/Literature Circles 8) Extension activities via technology 9) Journeys intervention materials 10) Open Court intervention materials 11) i-Ready/Ready intervention materials found on i-Ready Central 12) Phonics for Reading

screenings to determine phonological awareness level, phonics level, and fluency scores.	Statute 1008.25 (paragraph 5). 7) Interventions for students in this range MUST be in addition to the 90 minute reading block. 8) Interventions must be monitored every two weeks and reviewed at least once a month at the MTSS meeting. 9) **Interventions that are not successful should be evaluated for fidelity of implementation. If the intervention is truly not working, then it should be stopped and a new intervention should be put into place.** 10) The student's parents MUST be provided with information about how the student responded to the interventions provided at the end of the school year.	13) Zoom (comprehension curriculum for 3rd grade or higher) 14) Wilson Language Program (Fundations) – <mark>MULTISENSORY</mark> 15) Really Great Reading intervention program - <mark>MULTISENSORY</mark> *NOTE* Interventions should focus on the individual student's needs as identified by both the diagnostic test(s) and teacher observation. Interventions must include instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension as appropriate. In addition, the intervention must be intensive, explicit, systematic, and multisensory. The Problem Solving Team must identify and prioritize interventions accordingly. Teachers will continue to receive training on making interventions multisensory. **Students in this group will continue to participate in i-Ready IF IT IS WORKING for them. In addition to i-Ready, another intervention will be put into place that must be multisensory.

Fourth & Fifth Grade Students

1) Administer the i-Ready diagnostic within the first month of school. The i-Ready diagnostic test serves as a screener, diagnostic, and also a progress monitoring tool.
2) Use the prior year's FSA ELA score as reference. Previous SAT10 scores may be used as well.
3) Determine oral fluency rate.
4) When applicable, scores over time should be viewed together (i.e. 3rd grade SAT10 plus 3rd grade FSA plus 4th grade FSA ELA). This can easily be accomplished using Performance Matters.
5) Using the scores from the above assessments along with teacher input, place students in a group as described below.
6) If students fit in two different groups based on conflicting scores, the Problem Solving Team should make a determination based on other available data as to which group the student should be placed into. If a determination cannot be made, the student should be placed in the more intensive group until a determination can be made.
7) Once students have been identified, then follow the Responsibilities and Recommendations for interventions as listed below UNTIL the student demonstrates grade level proficiency.
8) The i-Ready diagnostic shall be given three times per year (beginning, middle, end). District level, teacher created progress monitoring tests will also be administered according to the district's progress monitoring plan. Each time progress monitoring is administered, every child should be "revisited" in the MTSS team meeting to identify any new needs and/or make adjustments to interventions.

Fourth & Fifth Grade			
Group	**Criteria**	**Responsibilities and Recommendations**	**Resources and Interventions**
Green - no obvious reading deficiency	*FSA Levels 3, 4, or 5 (Level 3 students should be evaluated carefully – they may need additional support) *i-Ready – on or above grade level (green) – see attached chart	1) Continue core instruction **on or above grade level** in English/Language Arts 2) Continue enrichment in high level reasoning skills, vocabulary, reading comprehension, fluency. 3) Provide differentiated small group instruction using grade level and above grade level text during the 90 minute reading block. 4) Provide a variety of opportunities to strengthen content area reading and research through various activities. 5) Instructional delivery shall be during the 90 minute reading block. 6) Monitor the student monthly using the *i-Ready Response to Instruction* report	1) ELA Textbook: Journeys 2) Phonics Textbook: Open Court 3) Ready LAFS Workbook 4) i-Ready online – individualized instructional path 5) appropriate leveled text for small group/guided reading 6) FCRR Literacy Center activities 7) Extension activities via technology 8) STAR Reading Program (Renaissance)

		and the *i-Ready Instructional Usage* report along with classroom assessments and observations.	
Yellow – slight reading deficiency ==Students in this category who meet ALL of the criteria will be reported to the state as receiving interventions.==	*FSA Level 2 (and Level 3 students in need of additional support) *i-Ready – up to one grade level below current grade level (yellow) – see attached chart *Students who fall in this category should have additional screenings to determine phonological awareness level, phonics level, and fluency scores.	1) Students in this range MUST have an Academic Improvement Plan. 2) The student's parents MUST be informed of the deficiency using the GCSD Reading Deficiency letter, and a parent conference MUST be held. 3) The student's parents MUST be provided a "read-at-home plan" to help. 4) Continue core instruction **on grade level** in English/Language Arts. 5) Provide differentiated small group instruction during the 90 minute reading block. 6) Provide appropriate interventions immediately following the identification of a reading deficiency. This may include small group or individual intervention. This intervention is in addition to the 90 minute reading block. 7) Specific interventions must be monitored monthly and reviewed at the MTSS meeting. 8) Monitor the student monthly using the *i-Ready Response to Instruction* report and the *i-Ready Instructional Usage* report along with classroom assessments and observations.	1) ELA Textbook: Journeys 2) Phonics Textbook: Open Court 3) Ready LAFS Workbook 4) i-Ready online – individualized instructional path – use the *Instructional Grouping Profile* report for specific interventions 5) appropriate leveled text for small group/guided and INDIVIDUAL reading 6) FCRR Literacy Center activities and individual follow up to remediate 7) Extension activities via technology 8) Journeys intervention materials 9) Open Court intervention materials 10) i-Ready/Ready intervention materials found on i-Ready Central 11) STAR Reading Program (Renaissance) 12) Phonics for Reading 13) Zoom (comprehension curriculum) *NOTE* Interventions should focus on the individual student's needs as identified by both the diagnostic test(s) and teacher observation. Interventions must include instruction in phonemic awareness, phonics, fluency,

| | | 9) **Interventions that are not successful should be evaluated for fidelity of implementation. If the intervention is truly not working, then it should be stopped and a new intervention should be put into place.** | vocabulary, and comprehension as appropriate. The Problem Solving Team must identify and prioritize interventions accordingly. Teachers will continue to receive training on making interventions multisensory.

**All students in this group WILL participate in i-Ready as an intervention unless it is found to not be appropriate for an individual student.   Some students in this group will need additional support – particularly if i-Ready is not a successful intervention for them. |
|---|---|---|---|
| Red –

substantial reading deficiency

<mark>All students in this category will be reported to the state as receiving interventions.</mark> | *(Kg. only) FLKRS – Early Emergent Readers (300-487)

*i-Ready – more than one grade level below current grade level (red) – see attached chart

*Students who fall in this category should have additional screenings to determine phonological awareness level, phonics level, and fluency scores. | 1) Students in this range MUST have an Academic Improvement Plan.
2) The student's parents MUST be informed of the deficiency using the GCSD Reading Deficiency letter, and a parent conference MUST be held.
3) The student's parents MUST be provided a "read-at-home plan" to help.
4) Continue core instruction <u>on grade level</u> in English/Language Arts.
5) Provide differentiated small group instruction during the 90 minute reading block.
6) The student MUST be provided "intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency" per Florida Statute 1008.25 (paragraph 5).
7) Interventions for students in this range MUST be in addition to the 90 minute reading block. | 1) ELA Textbook: Journeys
2) Phonics Textbook: Open Court
3) Ready LAFS Workbook
4) i-Ready online – individualized instructional path – use the *Instructional Grouping Profile* report for specific interventions
5) appropriate leveled text for small group/guided reading
6) FCRR Literacy Center activities and individual follow up to remediate
7) Literacy/Literature Circles
8) Extension activities via technology
9) Journeys intervention materials
10) Open Court intervention materials
11) i-Ready/Ready intervention materials found on i-Ready Central
12) Phonics for Reading
13) Zoom (comprehension curriculum)
14) Wilson Language Program (Fundations) – <mark>MULTISENSORY</mark> |

| | | 8) Interventions must be monitored every two weeks and reviewed at least once a month at the MTSS meeting. **9) Interventions that are not successful should be evaluated for fidelity of implementation. If the intervention is truly not working, then it should be stopped and a new intervention should be put into place.** 10) The student's parents MUST be provided with information about how the student responded to the interventions provided at the end of the school year. | 15) Really Great Reading intervention program - ==MULTISENSORY==

NOTE Interventions should focus on the individual student's needs as identified by both the diagnostic test(s) and teacher observation. Interventions must include instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension as appropriate. In addition, <u>the intervention must be intensive, explicit, systematic, and multisensory.</u> The Problem Solving Team must identify and prioritize interventions accordingly. Teachers will continue to receive training on making interventions multisensory.

**Students in this group will continue to participate in i-Ready IF IT IS WORKING for them. In addition to i-Ready, another intervention will be put into place that must be multisensory. |

ATTACHMENT: i-Ready Scale Score Placement Tables (2018-19 School Year)

i-Ready Scale Score Placement Tables！

(2018–2019 School Year)！

Overall—Mathematics (K–8 All and Integrated)

Overall Placements

Placement Grade Level	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Emerging K	100–361	100–346	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade K	362–454	347–401	100–386	100–386	100–386	100–386	100–386	100–386	100–386	100–386	100–386	100–386	100–386
Grade 1	455–496	402–496	387–427	387–412	387–412	387–412	387–412	387–412	387–412	387–412	387–412	387–412	387–412
Grade 2	497–506	497–506	428–506	413–448	413–433	413–433	413–433	413–433	413–433	413–433	413–433	413–433	413–433
Grade 3	507–800	507–516	507–516	449–516	434–464	434–449	434–449	434–449	434–449	434–449	434–449	434–449	434–449
Grade 4	N/A	517–800	517–526	517–526	465–526	450–479	450–464	450–464	450–464	450–464	450–464	450–464	450–464
Grade 5	N/A	N/A	527–800	527–540	527–540	480–540	465–494	465–479	465–479	465–479	465–479	465–479	465–479
Grade 6	N/A	N/A	N/A	541–800	541–564	541–564	495–564	480–507	480–492	480–492	480–492	480–492	480–492
Grade 7	N/A	N/A	N/A	N/A	565–800	565–574	565–574	508–574	493–517	493–502	493–502	493–502	493–502
Grade 8	N/A	N/A	N/A	N/A	N/A	575–800	575–585	575–585	518–585	503–514	503–514	503–514	503–514
Grade 9	N/A	N/A	N/A	N/A	N/A	N/A	586–800	586–598	586–598	515–598	515–555	515–540	515–540
Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	599–800	599–610	599–610	556–610	541–563	541–548
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	611–800	611–629	611–629	564–629	549–571
Grade 12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	630–800	630–800	630–800	572–800

On-Grade Ranges	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Early	362–372	402–412	428–440	449–463	465–481	480–497	495–513	508–530	518–540	515–555	556–585	564–589	572–601
Mid	373–411	413–454	441–496	464–506	482–516	498–526	514–540	531–564	541–574	556–585	586–598	590–610	602–629
Late	412–454	455–496	497–506	507–516	517–526	527–540	541–564	565–574	575–585	586–598	599–610	611–629	630–800

Algebra and Algebraic Thinking Placements !

Placement Grade Level	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Emerging K	100–362	100–347	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade K	363–454	348–393	100–378	100–378	100–378	100–378	100–378	100–378	100–378	100–378	100–378	100–378	100–378
Grade 1	455–496	394–496	379–421	379–406	379–406	379–406	379–406	379–406	379–406	379–406	379–406	379–406	379–406
Grade 2	497–506	497–506	422–506	407–445	407–430	407–430	407–430	407–430	407–430	407–430	407–430	407–430	407–430
Grade 3	507–800	507–516	507–516	446–516	431–461	431–446	431–446	431–446	431–446	431–446	431–446	431–446	431–446
Grade 4	N/A	517–800	517–526	517–526	462–526	447–479	447–464	447–464	447–464	447–464	447–464	447–464	447–464
Grade 5	N/A	N/A	527–800	527–540	527–540	480–540	465–494	465–479	465–479	465–479	465–479	465–479	465–479
Grade 6	N/A	N/A	N/A	541–800	541–564	541–564	495–564	480–507	480–492	480–492	480–492	480–492	480–492
Grade 7	N/A	N/A	N/A	N/A	565–800	565–574	565–574	508–574	493–517	493–502	493–502	493–502	493–502
Grade 8	N/A	N/A	N/A	N/A	N/A	575–800	575–585	575–585	518–585	503–514	503–514	503–514	503–514
Grade 9	N/A	N/A	N/A	N/A	N/A	N/A	586–800	586–598	586–598	515–598	515–555	515–540	515–540
Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	599–800	599–610	599–610	556–610	541–563	541–548
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	611–800	611–629	611–629	564–629	549–571
Grade 12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	630–800	630–800	630–800	572–800

On-Grade Ranges	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Early	363–375	394–404	422–437	446–461	462–478	480–497	495–513	508–530	518–540	515–555	556–585	564–589	572–601
Mid	376–411	405–454	438–496	462–506	479–516	498–526	514–540	531–564	541–574	556–585	586–598	590–610	602–629
Late	412–454	455–496	497–506	507–516	517–526	527–540	541–564	565–574	575–585	586–598	599–610	611–629	630–800

Number and Operations Placements !

Placement Grade Level	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Emerging K	100–362	100–347	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade K	363–454	348–396	100–381	100–381	100–381	100–381	100–381	100–381	100–381	100–381	100–381	100–381	100–381
Grade 1	455–496	397–496	382–419	382–404	382–404	382–404	382–404	382–404	382–404	382–404	382–404	382–404	382–404
Grade 2	497–506	497–506	420–506	405–443	405–428	405–428	405–428	405–428	405–428	405–428	405–428	405–428	405–428
Grade 3	507–800	507–516	507–516	444–516	429–453	429–438	429–438	429–438	429–438	429–438	429–438	429–438	429–438
Grade 4	N/A	517–800	517–526	517–526	454–526	439–477	439–462	439–462	439–462	439–462	439–462	439–462	439–462
Grade 5	N/A	N/A	527–800	527–540	527–540	478–540	463–492	463–477	463–477	463–477	463–477	463–477	463–477
Grade 6	N/A	N/A	N/A	541–585	541–564	541–564	493–564	478–504	478–489	478–489	478–489	478–489	478–489
Grade 7	N/A	N/A	N/A	N/A	565–585	565–574	565–574	505–574	490–514	490–499	490–499	490–499	490–499
Grade 8	N/A	N/A	N/A	N/A	N/A	575–585	575–585	575–585	515–585	500–585	500–585	500–585	500–585
Max Score	N/A	N/A	N/A	586–800	586–800	586–800	586–800	586–800	586–800	586–800	586–800	586–800	586–800

On-Grade Ranges	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Early	363–375	397–408	420–435	444–455	454–472	478–492	493–507	505–523	515–533	N/A	N/A	N/A	N/A
Mid	376–411	409–454	436–496	456–506	473–516	493–526	508–540	524–564	534–574	N/A	N/A	N/A	N/A
Late/Max Score	412–454	455–496	497–506	507–516	517–526	527–540	541–564	565–574	575–585	586–800	586–800	586–800	586–800

Geometry Placements！

Placement Grade Level	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Emerging K	100–360	100–345	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade K	361–454	346–400	100–385	100–385	100–385	100–385	100–385	100–385	100–385	100–385	100–385	100–385	100–385
Grade 1	455–496	401–496	386–423	386–408	386–408	386–408	386–408	386–408	386–408	386–408	386–408	386–408	386–408
Grade 2	497–506	497–506	424–506	409–450	409–435	409–435	409–435	409–435	409–435	409–435	409–435	409–435	409–435
Grade 3	507–800	507–516	507–516	451–516	436–464	436–449	436–449	436–449	436–449	436–449	436–449	436–449	436–449
Grade 4	N/A	517–800	517–526	517–526	465–526	450–479	450–464	450–464	450–464	450–464	450–464	450–464	450–464
Grade 5	N/A	N/A	527–800	527–540	527–540	480–540	465–494	465–479	465–479	465–479	465–479	465–479	465–479
Grade 6	N/A	N/A	N/A	541–800	541–564	541–564	495–564	480–507	480–492	480–492	480–492	480–492	480–492
Grade 7	N/A	N/A	N/A	N/A	565–800	565–574	565–574	508–574	493–517	493–502	493–502	493–502	493–502
Grade 8	N/A	N/A	N/A	N/A	N/A	575–800	575–585	575–585	518–585	503–514	503–514	503–514	503–514
Grade 9	N/A	N/A	N/A	N/A	N/A	N/A	586–800	586–598	586–598	515–598	515–555	515–540	515–540
Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	599–800	599–610	599–610	556–610	541–563	541–548
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	611–800	611–629	611–629	564–629	549–571
Grade 12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	630–800	630–800	630–800	572–800

On-Grade Ranges	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Early	361–367	401–408	424–435	451–461	465–483	480–497	495–513	508–530	518–540	515–555	556–585	564–589	572–601
Mid	368–411	409–454	436–496	462–506	484–516	498–526	514–540	531–564	541–574	556–585	586–598	590–610	602–629
Late	412–454	455–496	497–506	507–516	517–526	527–540	541–564	565–574	575–585	586–598	599–610	611–629	630–800

Measurement and Data Placements !

Placement Grade Level	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Emerging K	100–362	100–347	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade K	363–454	348–400	100–385	100–385	100–385	100–385	100–385	100–385	100–385	100–385	100–385	100–385	100–385
Grade 1	455–496	401–496	386–425	386–410	386–410	386–410	386–410	386–410	386–410	386–410	386–410	386–410	386–410
Grade 2	497–506	497–506	426–506	411–445	411–430	411–430	411–430	411–430	411–430	411–430	411–430	411–430	411–430
Grade 3	507–800	507–516	507–516	446–516	431–460	431–445	431–445	431–445	431–445	431–445	431–445	431–445	431–445
Grade 4	N/A	517–800	517–526	517–526	461–526	446–474	446–459	446–459	446–459	446–459	446–459	446–459	446–459
Grade 5	N/A	N/A	527–800	527–540	527–540	475–540	460–489	460–474	460–474	460–474	460–474	460–474	460–474
Grade 6	N/A	N/A	N/A	541–585	541–564	541–564	490–564	475–501	475–486	475–486	475–486	475–486	475–486
Grade 7	N/A	N/A	N/A	N/A	565–585	565–574	565–574	502–574	487–510	487–495	487–495	487–495	487–495
Grade 8	N/A	N/A	N/A	N/A	N/A	575–585	575–585	575–585	511–585	496–585	496–585	496–585	496–585
Max Score	N/A	N/A	N/A	586–800	586–800	586–800	586–800	586–800	586–800	586–800	586–800	586–800	586–800

On-Grade Ranges	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Early	363–371	401–409	426–437	446–456	461–474	475–489	490–504	502–519	511–528	N/A	N/A	N/A	N/A
Mid	372–411	410–454	438–496	457–506	475–516	490–526	505–540	520–564	529–574	N/A	N/A	N/A	N/A
Late/Max Score	412–454	455–496	497–506	507–516	517–526	527–540	541–564	565–574	575–800	586–800	586–800	586–800	586–800

Traditional Placements—Overall !

Placement Grade Level	Algebra 1	Geometry	Algebra 2	CCR Math
Grade K	100–386	100–386	100–386	100–386
Grade 1	387–412	387–412	387–412	387–412
Grade 2	413–433	413–433	413–433	413–433
Grade 3	434–449	434–449	434–449	434–449
Grade 4	450–464	450–464	450–464	450–464
Grade 5	465–479	465–479	465–479	465–479
Grade 6	480–492	480–492	480–492	480–492
Grade 7	493–502	493–502	493–502	493–502
Grade 8	503–514	503–514	503–514	503–514
Algebra 1	515–598	515–529	515–540	515–540
Geometry	599–610	530–610	541–563	541–548
Algebra 2	611–629	611–629	564–629	549–571
CCR Math	630–800	630–800	630–800	572–800

On-Grade Ranges	Algebra 1	Geometry	Algebra 2	CCR Math
Early	515–555	530–585	564–589	572–601
Mid	556–585	586–598	590–610	602–629
Late	586–598	599–610	611–629	630–800

Traditional Placements—Algebra !

Placement Grade Level	Algebra 1	Geometry	Algebra 2	CCR Math
Grade K	100–378	100–378	100–378	100–378
Grade 1	379–406	379–406	379–406	379–406
Grade 2	407–430	407–430	407–430	407–430
Grade 3	431–446	431–446	431–446	431–446
Grade 4	447–464	447–464	447–464	447–464
Grade 5	465–479	465–479	465–479	465–479
Grade 6	480–492	480–492	480–492	480–492
Grade 7	493–502	493–502	493–502	493–502
Grade 8	503–514	503–514	503–514	503–514
Algebra 1	515–610	515–610	515–563	515–540
Algebra 2	611–629	611–629	564–629	549–571
CCR Math	630–800	630–800	630–800	572–800

On-Grade Ranges	Algebra 1	Algebra 1	Algebra 2	CCR Math
Early	515–555	515–555	564–589	572–601
Mid	556–598	556–598	590–610	602–629
Late	599–610	599–610	611–629	630–800

Traditional Placements—Geometry !

Placement Grade Level	Algebra 1	Geometry	Algebra 2	CCR Math
Grade K	100–385	100–385	100–385	100–385
Grade 1	386–408	386–408	386–408	386–408
Grade 2	409–435	409–435	409–435	409–435
Grade 3	436–449	436–449	436–449	436–449
Grade 4	450–464	450–464	450–464	450–464
Grade 5	465–479	465–479	465–479	465–479
Grade 6	480–492	480–492	480–492	480–492
Grade 7	493–502	493–502	493–502	493–502
Grade 8	503–514	503–514	503–514	503–514
Geometry	515–610	515–610	515–563	515–548
Algebra 2	611–629	611–629	564–629	549–571
CCR Math	630–800	630–800	630–800	572–800

On-Grade Ranges	Geometry	Geometry	Algebra 2	CCR Math
Early	515–555	515–555	564–589	572–601
Mid	556–598	556–598	590–610	602–629
Late	599–610	599–610	611–629	630–800

Reading Placements—Overall !

Placement Grade Level	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Emerging K	100–361	100–346	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade K	362–479	347–433	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418
Grade 1	480–536	434–536	419–488	419–473	419–473	419–473	419–473	419–473	419–473	419–473	419–473	419–473	419–473
Grade 2	537–560	537–560	489–560	474–510	474–495	474–495	474–495	474–495	474–495	474–495	474–495	474–495	474–495
Grade 3	561–800	561–602	561–602	511–602	496–556	496–541	496–541	496–541	496–541	496–541	496–541	496–541	496–541
Grade 4	N/A	603–800	603–629	603–629	557–629	542–580	542–565	542–565	542–565	542–565	542–565	542–565	542–565
Grade 5	N/A	N/A	630–800	630–640	630–640	581–640	566–597	566–582	566–582	566–582	566–582	566–582	566–582
Grade 6	N/A	N/A	N/A	641–800	641–653	641–653	598–653	583–608	583–593	583–593	583–593	583–593	583–593
Grade 7	N/A	N/A	N/A	N/A	654–800	654–669	654–669	609–669	594–619	594–604	594–604	594–604	594–604
Grade 8	N/A	N/A	N/A	N/A	N/A	670–800	670–684	670–684	620–684	605–639	605–624	605–624	605–624
Grade 9	N/A	N/A	N/A	N/A	N/A	N/A	685–800	685–703	685–703	640–703	625–651	625–636	625–636
Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	704–800	704–723	704–723	652–723	637–659	637–644
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	724–800	724–735	724–735	660–735	645–667
Grade 12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	736–800	736–800	736–800	668–800

On-Grade Ranges	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Early	362–395	434–457	489–512	511–544	557–578	581–608	598–615	609–631	620–641	640–660	652–672	660–691	668–703
Mid	396–423	458–479	513–536	545–560	579–602	609–629	616–640	632–653	642–669	661–684	673–703	692–723	704–735
Late	424–479	480–536	537–560	561–602	603–629	630–640	641–653	654–669	670–684	685–703	704–723	724–735	736–800

Reading Placements—Vocabulary !

Placement Grade Level	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Emerging K	100–361	100–346	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade K	362–479	347–433	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418
Grade 1	480–536	434–536	419–490	419–475	419–475	419–475	419–475	419–475	419–475	419–475	419–475	419–475	419–475
Grade 2	537–560	537–560	491–560	476–513	476–498	476–498	476–498	476–498	476–498	476–498	476–498	476–498	476–498
Grade 3	561–800	561–602	561–602	514–602	499–556	499–541	499–541	499–541	499–541	499–541	499–541	499–541	499–541
Grade 4	N/A	603–800	603–629	603–629	557–629	542–580	542–565	542–565	542–565	542–565	542–565	542–565	542–565
Grade 5	N/A	N/A	630–800	630–640	630–640	581–640	566–597	566–582	566–582	566–582	566–582	566–582	566–582
Grade 6	N/A	N/A	N/A	641–800	641–653	641–653	598–653	583–608	583–593	583–593	583–593	583–593	583–593
Grade 7	N/A	N/A	N/A	N/A	654–800	654–669	654–669	609–669	594–619	594–604	594–604	594–604	594–604
Grade 8	N/A	N/A	N/A	N/A	N/A	670–800	670–684	670–684	620–684	605–639	605–624	605–624	605–624
Grade 9	N/A	N/A	N/A	N/A	N/A	N/A	685–800	685–703	685–703	640–703	625–651	625–636	625–636
Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	704–800	704–723	704–723	652–723	637–659	637–644
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	724–800	724–735	724–735	660–735	645–667
Grade 12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	736–800	736–800	736–800	668–800

On-Grade Ranges	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Early	362–395	434–457	491–515	514–547	557–578	581–608	598–615	609–631	620–641	640–660	652–672	660–691	668–703
Mid	396–479	458–479	516–536	548–560	579–602	609–629	616–640	632–653	642–669	661–703	673–723	692–735	704–800
Late	N/A	480–536	537–560	561–602	603–629	630–640	641–653	654–669	670–684	N/A	N/A	N/A	N/A

Reading Placements—Comprehension Literature！

Placement Grade Level	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Emerging K	100–359	100–344	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade K	360–479	345–433	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418
Grade 1	480–536	434–536	419–490	419–475	419–475	419–475	419–475	419–475	419–475	419–475	419–475	419–475	419–475
Grade 2	537–560	537–560	491–560	476–513	476–498	476–498	476–498	476–498	476–498	476–498	476–498	476–498	476–498
Grade 3	561–800	561–602	561–602	514–602	499–551	499–536	499–536	499–536	499–536	499–536	499–536	499–536	499–536
Grade 4	N/A	603–800	603–629	603–629	552–629	537–575	537–560	537–560	537–560	537–560	537–560	537–560	537–560
Grade 5	N/A	N/A	630–800	630–640	630–640	576–640	561–597	561–582	561–582	561–582	561–582	561–582	561–582
Grade 6	N/A	N/A	N/A	641–800	641–653	641–653	598–653	583–608	583–593	583–593	583–593	583–593	583–593
Grade 7	N/A	N/A	N/A	N/A	654–800	654–669	654–669	609–669	594–619	594–604	594–604	594–604	594–604
Grade 8	N/A	N/A	N/A	N/A	N/A	670–800	670–684	670–684	620–684	605–639	605–624	605–624	605–624
Grade 9	N/A	N/A	N/A	N/A	N/A	N/A	685–800	685–703	685–703	640–703	625–651	625–636	625–636
Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	704–800	704–723	704–723	652–723	637–659	637–644
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	724–800	724–735	724–735	660–735	645–667
Grade 12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	736–800	736–800	736–800	668–800

On-Grade Ranges	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Early	360–389	434–457	491–515	514–541	552–571	576–602	598–615	609–631	620–641	640–660	652–672	660–691	668–703
Mid	390–479	458–479	516–536	542–560	572–602	603–629	616–640	632–653	642–669	661–703	673–723	692–735	704–800
Late	N/A	480–536	537–560	561–602	603–629	630–640	641–653	654–669	670–684	N/A	N/A	N/A	N/A

Reading Placements—Comprehension Informational！

Placement Grade Level	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Emerging K	100–361	100–346	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade K	362–479	347–433	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418
Grade 1	480–536	434–536	419–490	419–475	419–475	419–475	419–475	419–475	419–475	419–475	419–475	419–475	419–475
Grade 2	537–560	537–560	491–560	476–513	476–498	476–498	476–498	476–498	476–498	476–498	476–498	476–498	476–498
Grade 3	561–800	561–602	561–602	514–602	499–556	499–541	499–541	499–541	499–541	499–541	499–541	499–541	499–541
Grade 4	N/A	603–800	603–629	603–629	557–629	542–580	542–565	542–565	542–565	542–565	542–565	542–565	542–565
Grade 5	N/A	N/A	630–800	630–640	630–640	581–640	566–597	566–582	566–582	566–582	566–582	566–582	566–582
Grade 6	N/A	N/A	N/A	641–800	641–653	641–653	598–653	583–608	583–593	583–593	583–593	583–593	583–593
Grade 7	N/A	N/A	N/A	N/A	654–800	654–669	654–669	609–669	594–619	594–604	594–604	594–604	594–604
Grade 8	N/A	N/A	N/A	N/A	N/A	670–800	670–684	670–684	620–684	605–639	605–624	605–624	605–624
Grade 9	N/A	N/A	N/A	N/A	N/A	N/A	685–800	685–703	685–703	640–703	625–651	625–636	625–636
Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	704–800	704–723	704–723	652–723	637–659	637–644
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	724–800	724–735	724–735	660–735	645–667
Grade 12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	736–800	736–800	736–800	668–800

On-Grade Ranges	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Early	362–395	434–457	491–515	514–547	557–578	581–608	598–615	609–631	620–641	640–660	652–672	660–691	668–703
Mid	396–479	458–479	516–536	548–560	579–602	609–629	616–640	632–653	642–669	661–703	673–723	692–735	704–800
Late	N/A	480–536	537–560	561–602	603–629	630–640	641–653	654–669	670–684	N/A	N/A	N/A	N/A

Reading Placements—Phonological Awareness Placements !

Placement Grade Level	Student Grade		
	Grade K	Grade 1	Grades 2–12
Emerging K	100–361	100–346	N/A
Grade K	362–426	347–426	100–426
Grade 1	427–474	427–474	427–474
Max Score	475–800	475–800	475–800

On-Grade Ranges	Student Grade		
	Grade K	Grade 1	Grades 2–12
Early (Early/Mid for K)	362–416	427–438	N/A
Mid (Early/Mid for K)	362–416	439–455	N/A
Late	417–426	456–474	N/A

Reading Placements—High-Frequency Words !

Placement Grade Level	Student Grade			
	Grade K	Grade 1	Grade 2	Grades 3–12
Emerging K	100–361	100–346	N/A	N/A
Grade K	362–418	347–424	100–409	100–409
Grade 1	419–475	425–475	410–453	410–438
Grade 2	476–490	476–490	454–490	439–490
Max Score	491–800	491–800	491–800	491–800

On-Grade Ranges	Student Grade			
	Grade K	Grade 1	Grade 2	Grades 3–12
Early	362–374	425–439	454–490	N/A
Mid	375–398	440–475	N/A	N/A
Late	399–418	N/A	N/A	N/A

Reading Placements—Phonics ！

Placement Grade Level	Student Grade				
	Grade K	Grade 1	Grade 2	Grade 3	Grades 4–12
Emerging K	100–361	100–346	N/A	N/A	N/A
Grade K	362–433	347–433	100–433	100–433	100–433
Grade 1	434–490	434–490	434–490	434–490	434–490
Grade 2	491–513	491–513	491–533	491–513	491–513
Grade 3	514–533	514–533	N/A	514–533	514–533
Max Score	534–800	534–800	534–800	534–800	534–800

On-Grade Ranges	Student Grade				
	Grade K	Grade 1	Grade 2	Grade 3	Grades 4–12
Early	362–394	434–453	491–510	514–524	N/A
Mid	395–423	454–479	511–524	525–533	N/A
Late	424–433	480–490	525–533	N/A	N/A

Gilchrist Decision Tree 2 – Middle School (6-8)

Grade Levels	Assessments	IF	THEN	Program/Strategies
6-8	1) FSA-ELA 2) i-Ready Diagnostic 3) FAIR	1) Student scores level 1 or 2 on ELA-FSA 2) Student scores in the Red Zone (>1 level below grade level) 3) Student's score = 84% or lower (yellow or red zone)	• Review ELA-FSA Scores by reporting category • Review FAIR data (WRT, VKT, RCT, SKT) • Assess student using lexiled, grade level passages & TOWRE to determine student need in reading efficiency and decoding	Intensive Reading Course M/J Intensive Reading (1000010) **<u>Tier 2 Targeted Intervention</u>** • i-Ready • *Collections*-HMH • *Vocabu-Lit* • Scholastic Magazines • Small group instruction (2-3 times per week) • Individual Instruction **<u>Tier 3 Intensive Intervention</u>** • i-Ready • *Collections*-HMH • *Vocabu-Lit* • Scholastic Magazines • Small group instruction (3 times per week) • Individual Instruction • *LANGUAGE!* during daily 30-minute MTSS block

Gilchrist Decision Tree 2 – Middle School (6-8)

All students in grades 6-8 will be enrolled in a Reading Course. Students reading on or above grade level, based on their FSA ELA scores, will be enrolled in the following Reading Courses: 6th Grade-M/J Reading 1 (1008010); 7th Grade-M/J Reading 2 (1008040); 8th Grade-M/J Reading 3 (1008070). Students scoring at Level 1 or Level 2 on the FSA ELA will be enrolled in M/J Intensive Reading (1000010).

PROGRESS MONITORING
All middle school students will participate in district-wide progress monitoring in Reading. The iReady Diagnostic Assessment will be administered in August, January, and May, and all students will take the iReady growth monitoring assessment monthly. In addition, Reading teachers will assign iReady Standards Mastery assessments at appropriate times throughout the year. Reading teachers, Reading Coaches, School Administrators, and District Personnel will review the iReady data monthly, and Reading instruction, including Tier 2 and Tier 3 interventions, will be adjusted accordingly.

Gilchrist Decision Tree 2 – Middle School (6-8)

Students scoring Level 1 or 2 on FSA-ELA

· Review State Assessment Historical Data
· Review Fair Data

Students who score above 15% on FAIR/MAZE

Gather input on oral reading performance from Reading and content area teachers using the NAEP Oral Reading Fluency Rubric

Place in M/J Intensive Reading (1000010) and provide Tier 2 Targeted Intervention via small group instruction 2 times per wk within Reading block driven by iReady Instructional Groupings Report and iReady Tools for Instruction

Students who score below 15% on FAIR/MAZE

Student reads 1-3 paragraphs of a grade level lexiled passage silently

Student reads passage aloud

80% accuracy reading text and responding to questions and score a level 3 or 4 on fluency rubric

Below 80% accuracy text reading. Drop down one passage level. If the student reads below 80% accuracy, check comprehension. Administer TOWRE

Place in M/J Intensive Reading (1000010) and provide Tier 2 Targeted Intervention via small group instruction 3 times per wk within Reading block driven by iReady Instructional Groupings Report and iReady Tools for Instruction

1) Place in M/J Intensive Reading (1000010), and provide Tier 2 Targeted Intervention via small group instruction 3 times per wk within Reading block driven by iReady Instructional Groupings Report and iReady Tools for Instruction. 2) Diagnose for decoding Issues, and begin Tier 3 Intensive Intervention during 30 min. daily MTSS block with LANGUAGE!, an intensive, comprehensive literacy curriculum

Gilchrist Decision Tree 3 – High School (9-12)

Grade Levels	Assessments	IF	THEN	Program/Strategies
9-12	1) FSA-ELA 2) SAT-10 & FAIR for students without FSA scores	1) Student scores level 1 or 2 on ELA-FSA 2) Students scores 16-84%	• Review ELA-FSA Scores • Review FAIR data (WRT, VKT, RCT, SKT) • Assess student using lexiled, grade level passages & TOWRE to determine student need in reading efficiency and decoding • Place into the appropriate reading intervention using High School Reading Intervention Decision Process Flowchart, state assessment, FAIR, and TOWRE data	Intensive Reading Course (1000410) **Tier 2 Targeted Intervention** • Achieve3000 • Holt McDougal Literature • Scholastic Magazines • Small group instruction • Individual Instruction **Tier 3 Intensive Intervention** • Read180 Universal • Achieve3000 • Holt McDougal Literature • Scholastic Magazines • Small group instruction • Individual Instruction

Gilchrist Decision Tree 3 – High School (9-12)

All students in grades 9-12 who score Level 1 or Level 2 on the 9th or 10th Grade FSA ELA will be enrolled in an intensive reading course until they achieve a passing score on the 10th grade FSA ELA or the corresponding concordant score on the ACT or SAT. Although the same course code is used (1000410) for all sections of intensive reading, instruction /curriculum in each section varies based on the students enrolled in that particular class. Following the flowchart, students identified as having a substantial reading deficiency and requiring a Tier 3 intensive intervention, will be enrolled in an Intensive Reading/Read180 class, and students requiring a Tier 2 targeted intervention will be enrolled in a different section of Intensive Reading.

PROGRESS MONITORING

Achieve3000 assessments are used to monitor the progress of all high school students receiving Tier 2 and Tier 3 interventions. Students receiving Tier 3 interventions are also monitored with Read180 assessments. The progress monitoring schedule is:

August-Achieve3000 LevelSet/Read180 Reading Inventory; **January**-Achieve3000 Interim Assessment/Read180 Reading Inventory; **May**-Achieve3000 Post Test/Read180 Reading Inventory. Reading teachers, reading coaches, school administrators, and district personnel will review the data after each progress monitoring session, and instruction will be adjusted accordingly. In addition, students participate in monthly classroom assessments and their progress is discussed and monitored during monthly MTSS meetings facilitated by the school guidance counselors and attended by school-based administrators.

Gilchrist Decision Tree 3 – High School (9-12)

Students scoring Level 1 or 2 on FSA-ELA

· Review State Assessment Historical Data
· Review Fair Data

Students who score above 15% on FAIR/MAZE

Gather input on oral reading performance from Reading and content area teachers using the NAED Oral Reading Fluency Rubric

Place in Intensive Reading (1000410) Class, and provide Tier 2 Targeted Intervention utilizing the Achieve3000 program and explicit small group instruction 2 times per week.

Students who score below 15% on FAIR/MAZE

Student reads 1-3 paragraphs of a grade level lexiled passage silently

Student reads passage aloud

80% accuracy reading text and responding to questions and score a level 3 or 4 on fluency rubric

Place in Intensive Reading (1000410) Class, and provide Tier 2 Targeted Intervention utilizing the Achieve3000 program and explicit small group instruction 3 times per week.

Below 80% accuracy text reading. Drop down one passage level. If the student reads below 80% accuracy check comprehension. Administer TOWRE

Place in Intensive Reading /Read180 (1000410) Class, diagnose decoding issues, and provide Tier 3 Intensive Intervention utilizing the Read180 Universal Program to include explicit small group instruction 3 days per week.