

# Highlands 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:** Tina Starling

**Contact Email:** [starlingt@highlands.k12.fl.us](mailto:starlingt@highlands.k12.fl.us)

**Contact Telephone:** 863-471-5651

## 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	45	47	47	49	46	53	58

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	47	*	50	51	48	55	59

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	Click here to enter text.	28	25	26	22	19
White/Hispanic	14	Click here to enter text.	14	13	15	11	9
Economically Disadvantaged/Non-Economically Disadvantaged	29	Click here to enter text.	29	26	27	22	18
Students with Disabilities/Students without Disabilities	33	Click here to enter text.	35	30	35	26	22
English Language Learners/ Non-English Language Learners	24	Click here to enter text.	27	22	28	19	16

\* Values for subsequent years will be entered once results are available in order to track progress toward the 2020 goal.

**2. Explain how expenditures from the allocation are expected to impact student achievement in relation to your district goals.**

Expenditures from the allocation provide the salaries for a K-12 District Reading Specialist, and school-level reading coaches at each school that is not designated as a Title I school. The allocation of these positions directly impacts student achievement. The specialist and coaches work to build the capacity of teachers toward a deeper understanding of the LAFS and ELA shifts, work with small groups of students to provide intensive remediation in reading, facilitate professional development around the 5 components of reading, monitor student achievement data toward district/school goals, and ensure that classroom instruction is aligned to grade-level Florida Standards.

**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 K-12 Reading Specialist is responsible for collecting and reviewing data. Data will be reviewed with:

- Assistant Superintendent of Elementary
- Assistant Superintendent of Secondary
- Assistant Superintendent of Student Support Services
- Director of ESE

**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.**

School-level progress monitoring data that will be collected at the district level to determine that students are progressing toward the district goals includes:

Grades K-8

- i-Ready Reading Diagnostic Performance by School and Grade
- i-Ready Reading Diagnostic Student Growth by Grade and School
- i-Ready Reading Diagnostic Performance by identified sub groups

Grades 9-12

- Achieve 3000 performance report (intensive reading students)
- CommonLit Interim Assessment performance report
- CommonLit Interim Assessment standards report

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

Student progress monitoring data will be collected and reviewed three times per year, following assessment periods (September, January, May).

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

The district K-12 Reading Specialist is responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions.

**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 K-12 Reading Specialist, along with the Assistant Superintendent of Elementary and the Assistant Superintendent of Secondary, are responsible for ensuring classroom instruction is aligned to grade-level Florida Standards.

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

Data will be collected using the K-2 and 3-12 ELA Instructional Practice Guide: Coaching tool from Student Achievement Partners. This tool collects the evidence around the following three core actions:

-Core Action 1: Focus each lesson on a high-quality text (or multiple texts).

-Core Action 2: Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.

-Core Action 3: Provide all students with opportunities to engage in the work of the lesson.

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

District level data will be collected:

- monthly through classroom walk-throughs with the Assistant Superintendent of Elementary and school administrators

- monthly through classroom walk-throughs with the Assistant Superintendent of Secondary and school administrators

- monthly through classroom walk-throughs with the district K-12 Reading Specialist and school level reading coaches

- weekly through classroom walk-throughs with the individual school administrators and reading coach

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

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

The district K-12 Reading Specialist, along with the Director of MIS, will be responsible for ensuring that schools have access to informational text for each content area in a variety of mediums.

**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?**

A balance of informational and literary texts is provided through classroom libraries and media centers at each school. All elementary schools, along with several secondary schools, use the Accelerated Reader program and use the AR ranges to level their classroom libraries. Reading coaches and the media specialist, along with the media resource personnel, monitor text resources at each school.

Bring Your Own Device (BYOD) is a district initiative that provides opportunities for students in all content areas to interact with and analyze a variety of increasingly complex texts in a variety of mediums. Our district also subscribes to a number of digital resources that give teachers access to content told in different mediums. District technology resource teachers (ITRT's) follow-up and support teachers to help them plan and deliver instruction using these resources.

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

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

The district K-12 Reading Specialist, along with the Director of MIS and ITRTs will ensure that all classroom instruction is accessible to the full range of learners using UDL principles.

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

Evidence will be collected as follows to ensure that all classroom instruction is accessible to the full range of learners:

- District administrator meeting agendas collected monthly
- District literacy meeting agendas collected monthly
- Ongoing professional development for coaches, school leadership teams, and teachers will be evidenced through sign-in sheets, collected by the district Professional Development team.

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

Evidence will be collected monthly.

- 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?**

Dr. Elizabeth Lindsay, Assistant Superintendent of Elementary Programs

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

0

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

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

Dr. Elizabeth Lindsay, Assistant Superintendent of Elementary Programs

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

Training will be scheduled during district designated professional development days. Since teachers are under contract, no additional funds are needed.

## **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/literacy coach qualifications:

- hold a minimum of a bachelor's degree, although advanced course work in reading is highly recommended;
- be endorsed or K-12 certified in the area of reading, or working toward that status by completing a minimum of two reading endorsement competencies of sixty (60) in-service hours each or six (6) semester hours of college coursework in reading per year;
- demonstrate a minimum of three years of successful classroom teaching experience;
- demonstrate knowledge of reading research, reading instruction, and the ability to infuse reading strategies into content area instruction;
- demonstrate the ability to manage and interpret data;
- have successful experience in leadership skills and working with adult learners; and
- demonstrate strong communication, presentation, interpersonal and time management skills.

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

Reading/literacy coaches from Sebring High School, Lake Placid High School, and Sebring Middle School are funded from the Research-Based Reading Instruction 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.**

Reading coaches are being placed at each school based on the following data:

Sebring High School (SHS) – Learning gains in lowest quartile students in ELA fall below far below the state average at SHS, at approximately 26%. In addition, there is a 39% achievement gap between English Language Learners and Non-English Language Learners, and a 31% achievement gap between students with disabilities and students without disabilities.

Lake Placid High School (LPH) – The ELA achievement gap is above 30% at LPH in the following areas: Economically Disadvantaged/Non-Economically Disadvantaged, Students with Disabilities/Students without Disabilities, and English Language Learners/Non-English Language Learners. Additionally, ELA learning gains for students at LPH are below the state average.

Sebring Middle School (SMS) - Learning gains for lowest quartile students at SMS fell below both the state and district averages. The achievement gap is above 30% for the



following subgroups of students: Students with Disabilities/Students without Disabilities, and English Language Learners/Non-English Language Learners. In addition, Statewide Science Scores and Civics EOC scores are below the state average. The literacy coach at SMS works with both English Language Arts and content area teachers.

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

- a. Elementary: 0
- b. Middle: 1
- c. High: 2

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

School administrators conduct informal and formal observations to determine the effectiveness of coach-provided professional development throughout the year. The district utilizes the Electronic Registrar Online to evaluate the effectiveness of professional development. Participants are asked to determine effectiveness based on the following criteria:

- organization and preparation
- effectiveness of presentation
- objectives covered
- degree of knowledge, skills or attitude gained by participation
- level of learning directly applicable to student growth and achievement
- overall evaluation
- student data

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

Approximately \$295,000 will be spent on reading/literacy coaches. This includes one middle school coach, two high school coaches, and one K-12 district reading specialist.

**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?**

0

2. **Were these schools identified to have the greatest need based on a review of the students achievement data? If not, please explain why reading intervention teachers were placed at these schools.**

N/A

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

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

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

0

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.:**

0

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.**

Title I

### **Summer Reading Camps**

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:**Dr. Elizabeth Lindsay
2. **Email Address:**[lindsae@highlands.k12.fl.us](mailto:lindsae@highlands.k12.fl.us)
3. **Phone Number:**863-471-5569
4. **Please list the schools which will host a SRC:**

Memorial Elementary, Lake Country Elementary, Woodlawn Elementary

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

- a. **Start Date:**06/05/2018
- b. **Which days of the week is SRC offered:**Monday-Friday
- c. **Number of instructional hours per day in reading:**5
- d. **End Date:**06/29/2018
- e. **Total number of instructional hours of reading:**95 hours

**6. Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?**

Yes

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

1:12

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

Migrant K-5

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

SAT-10

**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	0
District expenditures on reading coaches	295000
District expenditures on intervention teachers	0
District expenditures on supplemental materials or interventions	0
District expenditures on professional development	0
District expenditures on summer reading camps	0
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	306132
Sum of Expenditures	601132
Amount of district research-based reading instruction allocation for 2018-2019	601132

## APPENDIX A

### District Curriculum Meeting April 16, 2018 1:00-2:30pm

- In attendance –
  - Dr. Anne Lindsay, Assistant Superintendent of Elementary Programs
  - Melissa Blackman, Assistant Superintendent of Student Support Services
  - Tina Starling, K-12 Reading Specialist
- ELA
  - K-12 Comprehensive Research-Based Reading Plan
    - K-3 Early Literacy Intervention
    - 3<sup>rd</sup> Grade Portfolio
    - Mid-Year Promotion
    - definition of substantial deficiency in reading
    - DT1
  - Discuss alignment between K-12 Reading Plan and SP&P –
    - Reading Resource Map Alignment
    - make edits to MTSS documents
  - Discuss alignment between K-12 Reading Plan and district ELL plan
    - Pat Landress was unable to attend, so a meeting was held between Tina and Pat on Tuesday, April 17th at 9:00 a.m. to discuss the alignment between the K-12 Reading Plan and the district ELL plan

## 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;

## Highlands DT1 – K-5 Identification/Intervention Decision Tree 2018-2019

<b>Identification/Intervention – Kindergarten-Grade 5</b>		
<b>Grade Level</b>	<b>Assessment Benchmarks</b>	<b>Core Instruction/Intervention</b>
<b>Kindergarten</b>	<ul style="list-style-type: none"> <li>○ FLKRS – Star Early Literacy scaled score 497 or above</li> <li>○ i-Ready Overall scale score 362 or above</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue with enhanced instruction that follows a developmental reading continuum including instruction with high-level comprehension, vocabulary, oral language, phonics and fluency at the word and/or connected text level.</li> <li>➤ Classroom teacher to provide the following:                             <ul style="list-style-type: none"> <li>○ Small group, differentiated instruction</li> <li>○ Flexible grouping</li> <li>○ Explicit and systematic instruction</li> </ul> </li> <li>➤ Data review quarterly during progress monitoring</li> </ul>
	<ul style="list-style-type: none"> <li>○ FLKRS – STAR Early Literacy scaled score of 438-496</li> <li>○ i-Ready Overall scale score 361 or below</li> </ul>	<ul style="list-style-type: none"> <li>➤ Intervention                             <ul style="list-style-type: none"> <li>○ 20 - 30 minutes, 3-5 days/week, beyond the 90-minute Literacy Block</li> <li>○ 5-8 students per group</li> <li>○ duration of 9 – 18 weeks, &lt;20 weeks</li> <li>○ provided by the classroom teacher</li> <li>○ instructional focus – group level needs</li> </ul> </li> <li>➤ Monthly probes</li> </ul>
	<ul style="list-style-type: none"> <li>○ FLKRS – Star Early Literacy scaled score 437 or below</li> </ul> <p>*i-Ready Diagnostic Reading Assessment data may be used to determine specific reading instructional needs and interventions for Kindergarten students beginning with assessment period 2 (AP2).</p>	<ul style="list-style-type: none"> <li>➤ Intensified Intervention                             <ul style="list-style-type: none"> <li>○ 30 – 120 minutes, 5 days/week, beyond the 90-minute Literacy Block</li> <li>○ group size: 1-5 students</li> <li>○ duration of 20+ weeks</li> <li>○ provided by the classroom teacher, reading coach, content specialist, or special education teacher</li> <li>○ instructional focus – individual-level needs</li> <li>○ provide multisensory intervention for students with a substantial deficiency</li> </ul> </li> <li>➤ Weekly probes</li> </ul>
<b>Grade Level</b>	<b>Assessment Benchmarks</b>	<b>Core Instruction</b>
<b>Grades 1-3</b>	<ul style="list-style-type: none"> <li>○ i-Ready Reading Diagnostic Overall scale score is at or above the grade level benchmark                             <ul style="list-style-type: none"> <li>○ Grade 1 – 434 or above</li> <li>○ Grade 2 – 489 or above</li> <li>○ Grade 3 – 511 or above</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue with enhanced instruction that follows a developmental reading continuum including instruction with high-level comprehension, vocabulary, oral language, phonics and fluency at the word and/or connected text level.</li> </ul>

		<b>Support/Intervention</b>
<ul style="list-style-type: none"> <li>○ i-Ready Reading Diagnostic overall scale score is <math>\leq</math> 1 level below               <ul style="list-style-type: none"> <li>○ Grade 1 – 347-433</li> <li>○ Grade 2 – 419-488</li> <li>○ Grade 3 – 474-510</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue with core instruction during the 90-minute reading block.</li> <li>➤ Consult the Instructional Grouping Profile report in i-Ready to determine instructional priorities for these students.</li> <li>➤ Classroom teacher to provide the following:               <ul style="list-style-type: none"> <li>○ Small group, differentiated instruction that focuses on specific tools for instruction from i-Ready and lessons from <i>Ready Florida</i></li> <li>○ Flexible grouping</li> <li>○ Explicit and systematic instruction</li> </ul> </li> <li>➤ Students scoring at or near 1 level below may need to receive an intensified intervention:               <ul style="list-style-type: none"> <li>○ 20 - 30 minutes, 3-5 days/week, beyond the 90-minute Literacy Block</li> <li>○ 5-8 students per group</li> <li>○ duration of 8 – 15 weeks, &lt;20 weeks</li> <li>○ provided by the classroom teacher</li> <li>○ instructional focus – group/student level needs</li> </ul> </li> <li>➤ Data review quarterly during progress monitoring</li> </ul>	
<ul style="list-style-type: none"> <li>○ i-Ready Reading Diagnostic overall scale score is <math>&gt;</math> 1 level below               <ul style="list-style-type: none"> <li>○ Grade 1 – 346 or below</li> <li>○ Grade 2 – 418 or below</li> <li>○ Grade 3 – 473 or below</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue with core instruction during the 90-minute reading block.</li> <li>➤ Consult the student profile in i-Ready and see detailed next steps for instruction.</li> <li>➤ Intervention               <ul style="list-style-type: none"> <li>○ 20 - 30 minutes, 3-5 days/week, beyond the 90-minute Literacy Block</li> <li>○ 5-8 students per group</li> <li>○ duration of 8 – 15 weeks, &lt;20 weeks</li> <li>○ provided by the classroom teacher</li> <li>○ instructional focus – group/student level needs</li> </ul> </li> <li>➤ Students scoring far below may need to receive an intensified intervention:               <ul style="list-style-type: none"> <li>○ 30 - 45 minutes, 5 days/week, beyond the 90-minute Literacy Block</li> <li>○ 3-5 students per group</li> <li>○ highly qualified intervention specialist or other professional with training and/or expertise in the prescribed interventions</li> <li>○ instructional focus –student level needs</li> <li>○ provide multisensory intervention for students with a substantial deficiency</li> </ul> </li> </ul>	



		<ul style="list-style-type: none"> <li>➤ Provide students with additional support and scaffolding in addition to the 90 minute reading block using supplemental and intervention reading materials/ programs found on the district ELA Resource Map.</li> <li>➤ <b>Grades 1-3 Note: If a student’s score is still &gt;1 year below grade level, <u>AND</u> has not made ½ year’s growth on the AP2 Diagnostic, then administer DAR.</b> <ul style="list-style-type: none"> <li>○ ½ Year Growth Expectations <ul style="list-style-type: none"> <li>▪ 1st grade (+23 points)</li> <li>▪ 2nd grade (+20 points)</li> <li>▪ 3rd grade (+15 points)</li> </ul> </li> </ul> </li> </ul>
<b>Grade Level</b>	<b>Assessment Benchmarks</b>	<b>Core Instruction/Intervention</b>
Grades 4-5	<ul style="list-style-type: none"> <li>○ FSA ELA Levels 3-5</li> <li>○ i-Ready Reading Diagnostic Overall scale score is at or above the grade level benchmark <ul style="list-style-type: none"> <li>○ Grade 4 – 557 or above</li> <li>○ Grade 5 – 581 or above</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue with enhanced instruction that follows a developmental reading continuum including instruction with high-level comprehension, vocabulary, oral language, phonics and fluency at the word and/or connected text level.</li> </ul>
		<b>Support/Intervention</b>
	<ul style="list-style-type: none"> <li>○ FSA Levels 2-3</li> <li>○ i-Ready Reading Diagnostic overall scale score is ≤ 1 level below <ul style="list-style-type: none"> <li>○ Grade 4 – 496-556</li> <li>○ Grade 5 – 542-580</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue with core program during the 90-minute reading block.</li> <li>➤ Consult the Instructional Grouping Profile report in i-Ready to determine instructional priorities for these students.</li> <li>➤ Classroom teacher to provide the following: <ul style="list-style-type: none"> <li>○ Small group, differentiated instruction that focuses on specific tools for instruction from i-Ready and lessons from <i>Ready Florida</i></li> <li>○ Flexible grouping</li> <li>○ Explicit and systematic instruction</li> </ul> </li> <li>➤ Students scoring FSA Level 2 AND at or near 1 level below on i-Ready Reading Diagnostic may need to receive an intensified intervention: <ul style="list-style-type: none"> <li>○ 20 - 30 minutes, 3-5 days/week, beyond the 90-minute Literacy Block</li> <li>○ 5-8 students per group</li> <li>○ duration of 8 – 15 weeks, &lt;20 weeks</li> <li>○ provided by the classroom teacher</li> <li>○ instructional focus – group/student level needs</li> </ul> </li> <li>➤ Data review quarterly during progress monitoring</li> </ul>
<ul style="list-style-type: none"> <li>○ FSA ELA Levels 1-2</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue with core program during the 90-minute reading block.</li> <li>➤ Consult the student profile in i-Ready and see detailed next steps for instruction.</li> </ul>	

	<ul style="list-style-type: none"> <li>○ i-Ready Reading Diagnostic overall scale score is &gt; 1 level below <ul style="list-style-type: none"> <li>○ Grade 4 – 495 or below</li> <li>○ Grade 5 – 541 or below</li> </ul> </li> <li>○ <b>Grades 4-5 Note:</b> For students scoring Level 1-2 on the FSA ELA, determine if additional assessments are needed to identify areas of reading deficiency</li> </ul>	<ul style="list-style-type: none"> <li>➤ Intervention <ul style="list-style-type: none"> <li>○ 20 - 30 minutes, 3-5 days/week, beyond the 90-minute Literacy Block</li> <li>○ 5-8 students per group</li> <li>○ duration of 8 – 15 weeks, &lt;20 weeks</li> <li>○ provided by the classroom teacher</li> <li>○ instructional focus – group/student level needs</li> </ul> </li> <li>➤ Students scoring Level 1 on FSA and far below on i-Ready Reading Diagnostic may need to receive an intensified intervention: <ul style="list-style-type: none"> <li>○ 30 - 45 minutes, 5 days/week, beyond the 90-minute Literacy Block</li> <li>○ 3-5 students per group</li> <li>○ highly qualified intervention specialist or other professional with training and/or expertise in the prescribed interventions</li> <li>○ instructional focus –student level needs</li> <li>○ provide multisensory intervention for students with a substantial deficiency</li> </ul> </li> <li>➤ Provide students with additional support and scaffolding in addition to the 90 minute reading block using supplemental and intervention reading materials/ programs found on the district ELA Resource Map.</li> <li>➤ Determine if student needs additional interventions by monitoring student placement/progress. Continue to serve through reading intervention based on current level of performance.</li> <li>➤ <b>Grades 4-5 Note:</b> If a student’s score is still &gt;1 year below grade level, <u>AND</u> has not made ½ year’s growth on the AP2 Diagnostic, then administer DAR. <ul style="list-style-type: none"> <li>○ ½ Year Growth Expectations <ul style="list-style-type: none"> <li>▪ 4th grade (+10 points)</li> <li>▪ 5th grade (+10 points)</li> </ul> </li> </ul> </li> </ul>
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**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 will be changed based on student data.**

## Parent Notification F.A. 1008.25(c)(1-7)

The parent of any student in grades K-3 who exhibits a substantial reading deficiency\* must be notified in writing of the following:

- the child has been identified as having a substantial reading deficiency\*
- a description of the current services that are provided to the child
- a description of the proposed supplemental instructional services and supports that will be provided to the child by the end of grade 3, the child must be retained unless exempted from mandatory retention for good cause
- strategies for parents to use in helping their child succeed in reading satisfactory performance
- the State Testing Assessment is not the sole determine of promotion; additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion
- the opportunity for mid-year promotion during the year of retention once the student has demonstrated the ability to read on grade level

\*A student who is performing more than one grade level below on two or more district-approved assessments (i.e., STAR Early Literacy, i-Ready Overall Reading, AIMSweb Oral Reading Fluency, Literacy First Phonics Assessment, Diagnostic Assessments of Reading) is identified as having a substantial reading deficiency.

# Assessment Decision Tree – Kindergarten-Grade 5

Progress Monitoring Assessments	If	Then
<p><b>FLKRS - STAR Early Literacy</b></p> <p><b>Grade:</b> Kindergarten</p> <p><b>Assessment Period:</b> First 30 days of school</p> <p><b>BENCHMARK:</b> Scaled score 530</p> <p>The scale was chosen in such a way that the range of scaled scores is 100 times the age range for which STAR Early Literacy was designed – from about 3 to 9. (<i>STAR Early Literacy Technical Manual</i> p. 92)</p>	Scaled score 530 and above	<ul style="list-style-type: none"> <li>➤ Continue with enhanced instruction that follows a developmental reading continuum including instruction with high-level comprehension, vocabulary, oral language, phonics and fluency at the word and/or connected text level.</li> </ul>
	Scaled score of 497-529 (On Watch)	<ul style="list-style-type: none"> <li>➤ Classroom teacher to provide the following:                             <ul style="list-style-type: none"> <li>○ Small group, differentiated instruction</li> <li>○ Flexible grouping</li> <li>○ Explicit and systematic instruction</li> <li>○ Data review quarterly during progress monitoring</li> </ul> </li> </ul>
	Scaled score of 438-496 (Intervention)	<ul style="list-style-type: none"> <li>➤ Intervention                             <ul style="list-style-type: none"> <li>○ 20 - 30 minutes, 3-5 days/week, beyond the 90-minute Literacy Block</li> <li>○ 5-8 students per group</li> <li>○ duration of 8 – 15 weeks, &lt;20 weeks</li> <li>○ provided by the classroom teacher</li> <li>○ instructional focus – group level needs</li> </ul> </li> <li>➤ Monthly probes</li> </ul>
	Scaled score of 437 and below (Urgent Intervention)	<ul style="list-style-type: none"> <li>➤ Intervention                             <ul style="list-style-type: none"> <li>○ 30 – 120 minutes, 5 days/week, beyond the 90-minute Literacy Block</li> <li>○ group size: 1-5 students</li> <li>○ duration of 20+ weeks</li> <li>○ provided by the classroom teacher, reading coach, content specialist, or special education teacher</li> <li>○ instructional focus – individual-level needs</li> <li>○ provide multisensory intervention for students with a substantial deficiency</li> </ul> </li> <li>➤ Weekly probes</li> </ul>

Progress Monitoring Assessments	If	Then
<p><b>Florida Standards Assessment ELA</b></p> <p><b>Assessment Period:</b> Spring 2018</p> <p><b>Grades:</b> Grades 3-5</p> <p><b>Benchmark:</b> Achievement Level 3</p>	Grades 3-5 Achievement Level 3-5	<ul style="list-style-type: none"> <li>➤ Continue with enhanced instruction that follows a developmental reading continuum including instruction with high-level comprehension, vocabulary, oral language, phonics and fluency at the word and/or connected text level.</li> </ul>
	Grades 3-5 Achievement Level 2	<ul style="list-style-type: none"> <li>➤ Review AP3 i-Ready Reading Diagnostic Assessment data (performance and growth)</li> <li>➤ Determine if student needs additional assessment to identify a reading deficiency</li> <li>➤ Determine if student needs additional interventions by monitoring student placement/progress. Continue to serve through reading intervention based on current level of performance.</li> <li>➤ Parental notification</li> </ul>
	Grade 3 Achievement Level 1	<ul style="list-style-type: none"> <li>➤ Refer to Florida Statute 1008.25 Paragraph 5</li> <li>➤ Determine if additional assessments are needed to identify areas of reading deficiency</li> <li>➤ Determine if student needs additional interventions by monitoring student placement/progress. Continue to serve through reading intervention based on current level of performance.</li> <li>➤ Parental notification</li> </ul>
	Grades 4-5 Achievement Level 1	<ul style="list-style-type: none"> <li>➤ Review AP3 i-Ready Reading Diagnostic Assessment data (performance and growth)</li> <li>➤ Determine if additional assessments are needed to identify areas of reading deficiency</li> <li>➤ Determine if student needs additional interventions by monitoring student placement/progress. Continue to serve through reading intervention based on current level of performance.</li> <li>➤ Parental notification</li> </ul>

Progress Monitoring Assessments	If	Then
<p><b>i-Ready Reading Diagnostic Assessment</b></p> <p><b>Grades:</b> Kindergarten-5<sup>th</sup> Grade</p> <p><b>Assessment Periods:</b> AP1: August 2017 AP2: December 2017 AP3: May 2018</p> <p><b>BENCHMARK:</b> Student’s overall scale score is on or above grade level</p> <p>Kindergarten* – 362 or above Grade 1 – 434 or above Grade 2 – 489 or above Grade 3 – 511 or above Grade 4 – 557 or above Grade 5 – 581 or above</p>	<p>Overall scale score is at or above the grade level benchmark</p>	<ul style="list-style-type: none"> <li>➤ Continue with enhanced instruction that follows a developmental reading continuum including instruction with high-level comprehension, vocabulary, oral language, phonics and fluency at the word and/or connected text level.</li> </ul>
	<p>Student’s overall scale score is ≤ 1 level below</p> <p>Kindergarten* – 0-361 Grade 1 – 347-433 Grade 2 – 419-488 Grade 3 – 474-510 Grade 4 – 496-556 Grade 5 – 542-580</p>	<ul style="list-style-type: none"> <li>➤ Continue with core program during the 90-minute reading block.</li> <li>➤ Consult the Instructional Grouping Profile report in i-Ready to determine instructional priorities for these students.</li> <li>➤ Classroom teacher to provide the following: <ul style="list-style-type: none"> <li>○ Small group, differentiated instruction that focuses on specific tools for instruction from i-Ready and lessons from <i>Ready Florida</i></li> <li>○ Flexible grouping</li> <li>○ Explicit and systematic instruction</li> </ul> </li> <li>➤ Students scoring at or near 1 level below may need to receive an intensified intervention: <ul style="list-style-type: none"> <li>○ 20 - 30 minutes, 3-5 days/week, beyond the 90-minute Literacy Block</li> <li>○ 5-8 students per group</li> <li>○ duration of 8 – 15 weeks, &lt;20 weeks</li> <li>○ provided by the classroom teacher</li> <li>○ instructional focus – group/student level needs</li> </ul> </li> <li>➤ Data review quarterly during progress monitoring</li> </ul>
	<p>Student’s overall scale score is &gt; 1 level below</p> <p>Kindergarten* – N/A Grade 1 – 346 or below Grade 2 – 418 or below Grade 3 – 473 or below Grade 4 – 495 or below Grade 5 – 541 or below</p> <p>*i-Ready Diagnostic Reading Assessment data may be used to determine specific reading</p>	<ul style="list-style-type: none"> <li>➤ Continue with core program during the 90-minute reading block.</li> <li>➤ Consult the student profile in i-Ready and see detailed next steps for instruction.</li> <li>➤ Intervention <ul style="list-style-type: none"> <li>○ 20 - 30 minutes, 3-5 days/week, beyond the 90-minute Literacy Block</li> <li>○ 5-8 students per group</li> <li>○ duration of 8 – 15 weeks, &lt;20 weeks</li> <li>○ provided by the classroom teacher</li> <li>○ instructional focus – group/student level needs</li> </ul> </li> <li>➤ Students scoring far below on i-Ready Reading Diagnostic may need to receive an intensified intervention: <ul style="list-style-type: none"> <li>○ 30 - 45 minutes, 5 days/week, beyond the 90-minute Literacy Block</li> <li>○ 3-5 students per group</li> <li>○ highly qualified intervention specialist or other professional with training and/or expertise in the prescribed interventions</li> <li>○ instructional focus –student level needs</li> </ul> </li> </ul>

	<p>instructional needs and interventions for Kindergarten students beginning with assessment period 2 (AP2).</p>	<ul style="list-style-type: none"> <li>○ provide multisensory intervention for students with a substantial deficiency</li> <li>➤ Provide students with additional support and scaffolding in addition to the 90 minute reading block using supplemental and intervention reading materials/ programs found on the district ELA Resource Map.</li> <li>➤ <b>Grades 1-5 Note: If a student’s score is still &gt;1 year below grade level, <u>AND</u> has not made ½ year’s growth on the AP2 Diagnostic, then administer DAR.</b> <ul style="list-style-type: none"> <li>○ ½ Year Growth Expectations           <ul style="list-style-type: none"> <li>▪ 1st grade (+23 points)</li> <li>▪ 2nd grade (+20 points)</li> <li>▪ 3rd grade (+15 points)</li> <li>▪ 4th grade (+10 points)</li> <li>▪ 5th grade (+10 points)</li> </ul> </li> </ul> </li> </ul>
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<b>Progress Monitoring Assessments</b>		
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<b>Progress Monitoring Assessments</b>	<b>If</b>	<b>Then</b>
<p><b>Diagnostic Assessments of Reading</b></p> <p><b>Assessment Period:</b> December 2017 - January 2018</p> <p><b>Grades:</b> Students in Grades 1-5 performing &gt;1 year below AND have not made ½ year’s growth from AP1 to AP2 i-Ready Diagnostic</p> <p><b>Benchmark:</b></p>	<p>If the student scores “Not Mastered” on any portion of the Word analysis</p> <p><b>AND/OR</b></p> <p>If the student scores more than two passage levels below the grade level placement as indicated on the interpretive profile</p>	<ul style="list-style-type: none"> <li>➤ Analyze errors on the word analysis assessment subtests of the DAR.</li> <li>➤ Interpret the Word Recognition, Oral Reading, Silent Reading, Spelling, and Word Meaning subtests of the DAR.</li> <li>➤ Determine if student needs additional interventions by monitoring between assessment windows to determine student placement/progress.</li> <li>➤ Continue to serve through reading intervention based on current level of performance.</li> </ul>

## Identification/Intervention Decision Tree Grades 6-8

ELA Course(s)	Placement Considerations	Core Instruction
<p><b>6<sup>th</sup></b>  <b>1001010* M/J LANG ARTS 1</b>  <b>OR 1001020* M/J LANG ARTS 1, ADV</b></p> <p><b>7<sup>th</sup></b>  <b>1001040* M/J LANG ARTS 2</b>  <b>OR</b>  <b>1001050* M/J LANG ARTS 2, ADV</b></p> <p><b>8<sup>th</sup></b>  <b>1001070* M/J LANG ARTS 3</b>  <b>OR 1001080* M/J LANG ARTS 3, ADV</b></p>	<ul style="list-style-type: none"> <li>○ FSA ELA Level 3-5 (OR)</li> <li>○ FSA ELA Level 2 (with a history of Level 3 or above)</li> <li>○ i-Ready Diagnostic Overall Placement above, on, or ≤ 2 years below level (AP3)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Core instruction is delivered using texts of appropriate complexity, and provides an integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.</li> <li>➤ Differentiated instruction within the classroom is provided, including:                         <ul style="list-style-type: none"> <li>○ Whole group and small group delivery</li> <li>○ Flexible grouping</li> <li>○ Explicit and systematic instruction</li> <li>○ Target specific needs of students</li> <li>○ Scaffold support</li> <li>○ Progress monitor instruction</li> </ul> </li> </ul>

**FSA ELA Level 1 or 2 students scoring ≥ 2 levels below on the i-Ready Reading Diagnostic Assessment may need to receive intensified interventions (more time and/or smaller group size) in addition to ELA core instruction. The following Reading courses should be provided in addition to the core ELA courses listed above, when appropriate.**

Reading Course(s)	Placement Considerations	Support/Intervention
<p><b>6<sup>th</sup></b>  <b>1008010* M/J READ 1</b></p> <p><b>7<sup>th</sup></b>  <b>1008040* M/J READ 2</b></p> <p><b>8<sup>th</sup></b>  <b>1008070* M/J READ 3</b></p>	<ul style="list-style-type: none"> <li>○ FSA ELA Level 1 or 2</li> <li>○ i-Ready Diagnostic Overall Placement &gt; 2 years below level (AP3)</li> <li>○ i-Ready Diagnostic Overall Placement &gt; 2 years below level (AP2)</li> <li>○ i-Ready Diagnostic Phonics Placement tested out (AP2 and AP3)</li> </ul>	<p><b>SUPPORT LEVEL 1</b></p> <ul style="list-style-type: none"> <li>➤ Students do not demonstrate a deficiency in text reading efficiency.</li> <li>➤ Instruction in the following areas should be provided to increase reading fluency and endurance of texts within the 6-8 grade complexity band:                         <ul style="list-style-type: none"> <li>○ vocabulary</li> <li>○ background knowledge</li> <li>○ comprehension</li> <li>○ skill support</li> <li>○ volume of reading</li> </ul> </li> <li>➤ Consult the student profile in i-Ready and see detailed next steps for instruction.</li> <li>➤ 45 minutes of prescribed i-Ready Reading online instruction weekly</li> </ul>



	<ul style="list-style-type: none"> <li>○ FSA ELA Level 1</li> <li>○ i-Ready Diagnostic Overall Placement <math>\geq</math> 3 years below level (AP3)</li> <li>○ i-Ready Diagnostic Overall Placement <math>\geq</math> 3 years below level (AP2)</li> <li>○ i-Ready Diagnostic Phonics Placement <u>not</u> tested out (AP2 and AP3)</li> </ul>	<p><b>SUPPORT LEVEL 2</b></p> <ul style="list-style-type: none"> <li>➤ Students demonstrate a deficiency in text reading efficiency.</li> <li>➤ <u>Instruction</u> - Instruction in the following areas should be provided to increase reading fluency and endurance of texts within the 6-8 grade complexity band: <ul style="list-style-type: none"> <li>○ vocabulary</li> <li>○ background knowledge</li> <li>○ comprehension</li> <li>○ skill support</li> <li>○ volume of reading</li> </ul> </li> <li>➤ <u>Intervention</u> - Explicit and systematic instruction in the following areas should be provided to increase reading fluency and endurance of texts within the 6-8 grade complexity band: <ul style="list-style-type: none"> <li>○ word attack skills</li> <li>○ word recognition</li> <li>○ syntax</li> <li>○ text structure</li> <li>○ pace/expression</li> </ul> </li> <li>➤ Small group instruction and/or interventions should be provided in class as appropriate (5-8 students per group)</li> <li>➤ Consult the student profile in i-Ready and see detailed next steps for instruction.</li> <li>➤ 45 minutes of prescribed i-Ready Reading online instruction weekly</li> </ul>
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## Assessment Decision Tree Grades 6-8

Progress Monitoring Assessments	If	Then
<b>i-Ready Reading Diagnostic Assessment</b>  <b>Grades:</b> Grades 6-8  <b>Assessment periods:</b> AP1: August 2018 AP2: December 2018 AP3: April 2019  <b>BENCHMARK:</b> Student's overall scale score is on or above grade level  Grade 6 – 598 or above Grade 7 – 609 or above Grade 8 – 620 or above	Student's overall scale score is at or above the grade level benchmark	<ul style="list-style-type: none"> <li>➤ Continue with enhanced instruction that follows a developmental reading continuum including instruction with high-level comprehension, vocabulary, oral language, phonics and fluency at the word and/or connected text level.</li> </ul>
	Student's overall scale score is ≤ 1 level below  Grade 6 – 566-597 Grade 7 – 583-608 Grade 8 – 594-619	<ul style="list-style-type: none"> <li>➤ Continue with core instruction</li> <li>➤ Consult the student profile in i-Ready and see detailed next steps for instruction.</li> <li>➤ 45 minutes of prescribed i-Ready Reading online instruction weekly</li> </ul>
	Student's overall scale score is 2 levels below  Grade 6 – 542-565 Grade 7 – 566-582 Grade 8 – 583-593  Student's overall scale score is > 2 levels below  Grade 6 – 541 or below Grade 7 – 565 or below Grade 8 – 582 or below	<ul style="list-style-type: none"> <li>➤ Continue with core instruction</li> <li>➤ Progress monitor monthly using i-Ready</li> <li>➤ Consult the student profile in i-Ready and see detailed next steps for instruction.</li> <li>➤ 45 minutes of prescribed i-Ready Reading online instruction weekly</li> <li>➤ <b>Grades 6-8 Note:</b> If a student's score is still <math>\geq 2</math> years below grade level, <u>AND</u> has not made <math>\frac{1}{2}</math> year's growth on the AP2 Diagnostic, then administer DAR.</li> </ul> <p style="margin-left: 20px;"><b><math>\frac{1}{2}</math> Year Growth Expectations</b></p> <ul style="list-style-type: none"> <li>○ 6th grade (+8 points)</li> <li>○ 7th grade (+7 points)</li> <li>○ 8th grade (+7 points)</li> </ul> <p><b>Note: FSA ELA Level 1 or 2 students scoring <math>\geq 2</math> levels below <u>may</u> need to receive intensified interventions (more time and smaller group size) in addition to the ELA block.</b></p> <ul style="list-style-type: none"> <li>○ Reading support class</li> <li>○ 42 - 60 minutes, 5 days/week, beyond the ELA Block</li> <li>○ small group instruction provided in class (5-8 students per group)</li> <li>○ instruction provided by the classroom teacher</li> <li>○ instructional focus – group/student level needs</li> </ul>

**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 will be changed based on student data.**

## Identification/Intervention Decision Tree Grades 9-10

Gr 9-10 ELA Course(s)	Placement Considerations	Core Instruction
<b>9th</b> <b>1001310* ENG 1 OR</b> <b>1001320* ENG HON 1</b>  <b>10th</b> <b>1001340* ENG 2 OR</b> <b>1001350* ENG HON 2</b>	<ul style="list-style-type: none"> <li>○ FSA ELA Level 3-5 (OR)</li> <li>○ FSA ELA Level 2 (with a history of Level 3 or above)</li> <li>○ CommonLit Interim Assessment is <math>\geq</math> 40<sup>th</sup> Percentile</li> </ul>	<ul style="list-style-type: none"> <li>➤ Core instruction is delivered using texts of appropriate complexity, and provides an integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.</li> <li>➤ Differentiated instruction within the classroom is provided, including:                             <ul style="list-style-type: none"> <li>○ Whole group and small group delivery</li> <li>○ Flexible grouping</li> <li>○ Explicit and systematic instruction</li> <li>○ Target specific needs of students</li> <li>○ Scaffold support</li> <li>○ Progress monitor instruction</li> </ul> </li> </ul>
	Placement Considerations	Support/Intervention
	<ul style="list-style-type: none"> <li>○ FSA ELA Level 2</li> <li>○ Achieve 3000 LevelSet                             <ul style="list-style-type: none"> <li>○ Gr 9 – 780L or above</li> <li>○ Gr 10 – 835L or above</li> </ul> </li> <li>○ Common Lit Interim Assessment is between the 26<sup>th</sup>-39<sup>th</sup> Percentile</li> <li>○ i-Ready 2016-17 AP3 Overall scale score <math>\geq</math> 594 or Overall Placement Level 7 or above (incoming 9<sup>th</sup> graders only)</li> </ul>	<p>The following supports/interventions may be put in place to support core instruction:</p> <ul style="list-style-type: none"> <li>➤ Reading advisement class                             <ul style="list-style-type: none"> <li>○ 30 minutes 4 x weekly</li> <li>○ Achieve 3000</li> </ul> </li> <li>➤ NGCAR (Content Area Reading)                             <ul style="list-style-type: none"> <li>○ 90 minutes every other day</li> </ul> </li> <li>➤ Support facilitation in the English class provided by the Reading teacher                             <ul style="list-style-type: none"> <li>○ 90 minutes every other day</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>○ FSA ELA Level 1 or 2</li> <li>○ Lexile 661-980L</li> <li>○ CommonLit Interim Assessment is <math>\geq</math> 16<sup>th</sup> Percentile</li> <li>○ i-Ready 2016-17 AP3 Overall scale score 583-593 or Overall Placement Level 6 or above (incoming 9<sup>th</sup> graders only)</li> </ul>	<p>The following supports/interventions may be put in place to support core instruction:</p> <ul style="list-style-type: none"> <li>➤ Reading advisement class                             <ul style="list-style-type: none"> <li>○ 30 minutes 4 x weekly</li> <li>○ Achieve 3000</li> </ul> </li> <li>➤ NGCAR (Content Area Reading)                             <ul style="list-style-type: none"> <li>○ 90 minutes every other day</li> </ul> </li> <li>➤ Support facilitation in the English class provided by the Reading teacher                             <ul style="list-style-type: none"> <li>○ 90 minutes every other day</li> </ul> </li> </ul>	

		<p>➤ FSA ELA Level 1 or 2 students scoring far below level on progress monitoring assessments <u>may</u> need to receive intensified interventions (more time and/or smaller group size) in addition to ELA core instruction. The following Reading courses listed below should be provided in addition to the core ELA courses, when appropriate.</p>
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**FSA ELA Level 1 or 2 students scoring far below level on progress monitoring assessments may need to receive intensified interventions (more time and/or smaller group size) in addition to ELA core instruction. The following Reading courses should be provided in addition to the core ELA courses listed above, when appropriate.**

Reading Course(s)	Placement Considerations	Support/Intervention
<p><b>9th</b> <b>1008300 READ 1</b></p> <p><b>10th</b> <b>1008310 READ 2</b></p>	<ul style="list-style-type: none"> <li>○ FSA ELA Level 1</li> <li>○ Achieve 3000 LevelSet               <ul style="list-style-type: none"> <li>○ Gr 9 – 775L or below</li> <li>○ Gr 10 – 830L or below</li> </ul> </li> <li>○ CommonLit Interim Assessment is ≤ 15<sup>th</sup> Percentile</li> <li>○ i-Ready 2016-17 AP3 Overall scale score ≤ 582 or Overall Placement Level 5 or below (incoming 9<sup>th</sup> graders only)</li> </ul>	<ul style="list-style-type: none"> <li>➤ <u>Instruction</u> - Instruction in the following areas should be provided to increase reading fluency and endurance of texts within the 9-10 grade complexity band:               <ul style="list-style-type: none"> <li>○ vocabulary</li> <li>○ background knowledge</li> <li>○ comprehension</li> <li>○ skill support</li> <li>○ volume of reading</li> </ul> </li> <li>➤ <u>Intervention</u> - Explicit and systematic instruction in the following areas should be provided to increase reading fluency and endurance of texts within the 9-10 grade complexity band:               <ul style="list-style-type: none"> <li>○ word attack skills</li> <li>○ word recognition</li> <li>○ syntax</li> <li>○ text structure</li> <li>○ pace/expression</li> </ul> </li> <li>➤ Small group instruction and/or interventions should be provided in class as appropriate (5-8 students per group)</li> <li>➤ Achieve 3000 online instruction, 2+ completed activities weekly</li> <li>➤ Progress monitor monthly</li> </ul>

# Identification/Intervention Decision Tree Grades 11-12

Gr 11-12 ELA Course(s)	Placement Considerations	Core Instruction
<b>11th</b> <b>1001370* ENG 3</b> <b>1001380* ENG HON 3</b> <b>OR</b> <b>1001420 AP ENG</b> <b>COMBO</b>  <b>12th</b> <b>1001405* ENG 4: FL</b> <b>COLL PREP OR</b> <b>1001410* ENG HON 4</b> <b>OR</b> <b>1001430 AP ENG LIT</b> <b>COMBO</b>	<ul style="list-style-type: none"> <li>○ FSA ELA Grade 10 Level 3-5 (OR)</li> <li>○ Met graduation requirement through a concordant score</li> </ul>	<ul style="list-style-type: none"> <li>➤ Core instruction is delivered using texts of appropriate complexity, and provides an integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.</li> <li>➤ Differentiated instruction within the classroom is provided, including:                             <ul style="list-style-type: none"> <li>○ Whole group and small group delivery</li> <li>○ Flexible grouping</li> <li>○ Explicit and systematic instruction</li> <li>○ Target specific needs of students</li> <li>○ Scaffold support</li> <li>○ Progress monitor instruction</li> </ul> </li> </ul>
	Placement Considerations	Support/Intervention
<ul style="list-style-type: none"> <li>○ FSA ELA Grade 10 Level 1 or 2 or has not met graduation requirement through a concordant score</li> <li>○ Achieve 3000 LevelSet                             <ul style="list-style-type: none"> <li>○ 995L or above</li> </ul> </li> <li>○ CommonLit Interim Assessment is <math>\geq 16^{\text{th}}</math> Percentile</li> </ul>	<p>The following supports/interventions may be put in place to support core instruction:</p> <ul style="list-style-type: none"> <li>➤ Reading advisement class                             <ul style="list-style-type: none"> <li>○ 30 minutes 4 x weekly</li> <li>○ Achieve 3000 and/or Khan Academy</li> </ul> </li> <li>➤ NGCAR (Content Area Reading)                             <ul style="list-style-type: none"> <li>○ 90 minutes every other day</li> </ul> </li> <li>➤ Support facilitation in the English class provided by the Reading teacher                             <ul style="list-style-type: none"> <li>○ 90 minutes every other day</li> </ul> </li> </ul>	

**FSA ELA Level 1 or 2 students scoring far below level on progress monitoring assessments may need to receive intensified interventions (more time and/or smaller group size) in addition to ELA core instruction. The following Reading courses should be provided in addition to the core ELA courses listed above, when appropriate.**

Reading Course(s)	Placement Considerations	Support/Intervention
<p><b>11th - 1008330 READ 3</b></p> <p><b>12th - 1008350 READ COLL. SUCCESS</b></p>	<ul style="list-style-type: none"> <li>○ FSA ELA Grade 10 Level 1 or has not met graduation requirement through a concordant score</li> <li>○ Achieve 3000 LevelSet               <ul style="list-style-type: none"> <li>○ 950L or below</li> </ul> </li> <li>○ CommonLit Interim Assessment is ≤ 15<sup>th</sup> Percentile</li> </ul>	<ul style="list-style-type: none"> <li>➤ <u>Instruction</u> - Instruction in the following areas should be provided to increase reading fluency and endurance of texts within the 11-12 grade complexity band:               <ul style="list-style-type: none"> <li>○ vocabulary</li> <li>○ background knowledge</li> <li>○ comprehension</li> <li>○ skill support</li> <li>○ volume of reading</li> </ul> </li> <li>➤ <u>Intervention</u> - Explicit and systematic instruction in the following areas should be provided as needed to increase reading fluency and endurance of texts within the 11-12 grade complexity band:               <ul style="list-style-type: none"> <li>○ word attack skills</li> <li>○ word recognition</li> <li>○ syntax</li> <li>○ text structure</li> <li>○ pace/expression</li> </ul> </li> <li>➤ Small group instruction and/or interventions should be provided in class as appropriate (5-8 students per group)</li> <li>➤ Progress monitor monthly</li> </ul>

## Assessment Decision Tree Grades 9-12

Progress Monitoring Assessments	If	Then
<p><b>Achieve 3000 Level Set</b></p> <p><b>Grades:</b> Grades 9-12 Intensive Reading Students</p> <p><b>Assessment periods:</b> AP1: August 2018 AP2: December 2018 AP3: May 2019</p> <p><b>BENCHMARK:</b></p> <p>Student's readability measure is on track for college and career readiness</p> <p>Grade 9 – (1050L or above) Grade 10 – (1080L or above) Grades 11/12 – (1185L-1385L)</p>	<p>Student's readability measure is on track for college and career readiness</p> <p>Grade 9 – (1050L or above) Grade 10 – (1080L or above) Grades 11/12 – (1185L-1385L)</p>	<p>Continue with enhanced instruction that follows a developmental reading continuum including instruction with high-level comprehension, vocabulary, oral language, phonics and fluency at the word and/or connected text level.</p>
	<p>Student's readability measure is approaching college and career readiness</p> <p>Grade 9 – (780L-1045L) Grade 10 – (835L-1075L) Grades 11/12 – (995L-1180L)</p>	<ul style="list-style-type: none"> <li>➤ Continue with core instruction</li> <li>➤ Provide targeted small group instruction in class (5-8 students per group)</li> <li>➤ Progress monitor monthly</li> <li>➤ Achieve 3000 online instruction, 2+ completed activities weekly</li> </ul>
	<p>Student's readability measure falls far below college and career readiness</p> <p>Grade 9 – (775L or below) Grade 10 – (830L or below) Grades 11/12 – (950L or below)</p>	<ul style="list-style-type: none"> <li>➤ Continue with core instruction</li> <li>➤ Progress monitor monthly</li> <li>➤ Achieve 3000 online instruction, 2+ completed activities weekly</li> </ul> <p><b>Note: FSA ELA Level 1 or 2 students scoring falling far below college and career readiness <u>may</u> need to receive intensified interventions (more time and smaller group size) in addition to the core ELA course.</b></p> <ul style="list-style-type: none"> <li>○ Reading support class</li> <li>○ 90 minutes every other day</li> <li>○ small group instruction provided in class (5-8 students per group)</li> <li>○ instruction provided by the classroom teacher</li> <li>○ instructional focus – group/student level needs</li> </ul>



## Assessment Decision Tree Grades 9-12

Progress Monitoring Assessments	Date(s)	If	Then
<p><b>Grades 9-10</b></p> <p>Administer CommonLit Interim Assessment to all students not enrolled in an Intensive Reading class scoring Achievement Levels 1-3 on the FSA ELA.</p>	<p>Assessment Period 1: August/September 2018</p> <p>Assessment Period 2: January 2019</p> <p>Assessment Period 3: April 2019</p>	<p>Student demonstrates the ability to read grade-level complex text independently and proficiently.</p> <p>Student's reading comprehension score is <math>\geq</math> 50<sup>th</sup> Percentile</p>	<ul style="list-style-type: none"> <li>➤ Core instruction is delivered using texts of appropriate complexity, and provides an integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.</li> <li>➤ Differentiated instruction within the classroom is provided, including:                             <ul style="list-style-type: none"> <li>○ Whole group and small group delivery</li> <li>○ Flexible grouping</li> <li>○ Explicit and systematic instruction</li> <li>○ Target specific needs of students</li> <li>○ Scaffold support</li> <li>○ Progress monitor instruction</li> </ul> </li> </ul>
		<p>Student is approaching the benchmark, and is making progress toward reading grade-level complex text independently and proficiently.</p> <p>Student's reading comprehension score is between the 40<sup>th</sup> – 49<sup>th</sup> Percentile</p>	
<p><b>Grades 11-12</b></p> <p>Administer CommonLit Interim Assessment to all students scoring below expectations on the state accountability test, and have not met the state graduation requirement.</p> <p><b>BENCHMARK:</b> Student's reading comprehension is <math>\geq</math> 50<sup>th</sup> Percentile</p>		<p>Student's ability to read grade-level complex text independently and proficiently falls below the benchmark.</p> <p>Student's reading comprehension score is between the 16<sup>th</sup> – 39<sup>th</sup> Percentile</p>	<p>The following supports/interventions may be put in place to support core instruction:</p> <ul style="list-style-type: none"> <li>➤ Differentiated instruction within the classroom is provided, including:                             <ul style="list-style-type: none"> <li>○ Whole group and small group delivery</li> <li>○ Flexible grouping</li> <li>○ Explicit and systematic instruction</li> <li>○ Target specific needs of students</li> <li>○ Scaffold support</li> <li>○ Progress monitor instruction</li> </ul> </li> <li>➤ Reading advisement class                             <ul style="list-style-type: none"> <li>○ 30 minutes 4 x weekly</li> <li>○ Achieve 3000</li> </ul> </li> <li>➤ NGCAR (Content Area Reading)*                             <ul style="list-style-type: none"> <li>○ 90 minutes every other day</li> </ul> </li> <li>➤ Support facilitation in the English class provided by the Reading teacher                             <ul style="list-style-type: none"> <li>○ 90 minutes every other day</li> </ul> </li> </ul>

		<p>Student's ability to read grade-level complex text independently and proficiently falls far below the benchmark.</p> <p>Student's reading comprehension score is <math>\leq</math> 15<sup>th</sup> Percentile</p>	<p>*Note: Student score should be <math>\geq</math>26<sup>th</sup> Percentile to use content area reading as the sole support/intervention</p> <ul style="list-style-type: none"> <li>➤ Continue with core instruction</li> <li>➤ Progress monitor weekly or monthly</li> <li>➤ <b>Instruction</b> - Instruction in the following areas should be provided to increase reading fluency and endurance of texts within the 9<sup>th</sup>-10<sup>th</sup> or 11<sup>th</sup>-12<sup>th</sup> grade complexity band: <ul style="list-style-type: none"> <li>○ vocabulary</li> <li>○ background knowledge</li> <li>○ comprehension</li> <li>○ skill support</li> <li>○ volume of reading</li> </ul> </li> <li>➤ <b>Intervention</b> - Explicit and systematic instruction in the following areas should be provided to increase reading fluency and endurance of texts within the 9<sup>th</sup>-10<sup>th</sup> or 11<sup>th</sup>-12<sup>th</sup> grade complexity band: <ul style="list-style-type: none"> <li>○ word attack skills</li> <li>○ word recognition</li> <li>○ syntax</li> <li>○ text structure</li> <li>○ pace/expression</li> </ul> </li> </ul> <p><b>Note: FSA ELA Level 1 or 2 students scoring falling far below the benchmark <u>may</u> need to receive intensified interventions (more time and smaller group size) in addition to the core ELA course.</b></p> <ul style="list-style-type: none"> <li>○ Reading support class</li> <li>○ 90 minutes every other day</li> <li>○ small group instruction provided in class (5-8 students per group)</li> <li>○ instruction provided by the classroom teacher</li> <li>○ instructional focus – group/student level needs</li> </ul>
<p><b>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 will be changed based on student data.</b></p>			