

Holmes 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: Pamela Price
Contact Email: pricep@hdsb.org
Contact Telephone: 850-547-9341 ext. 1238

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.

- 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.**

| | 2015-2016 Actual | 2016-2017 Goal | 2016-2017 Actual | 2017-2018 Goal | 2017-2018 Actual | 2018-2019 Goal | 2019-2020 Goal |
|--------------------------|---------------------|-------------------|---------------------|-------------------|---------------------|-------------------|-------------------|
| Performance Goals | | | | | | | |
| State Overall FSA-ELA | 52 | * | 54 | * | 56 | * | 58 |
| District Overall FSA-ELA | 46 | 49 | 49 | 53 | 51 | 57 | 60 |

| | 2015-2016 Actual | 2016-2017 Goal | 2016-2017 Actual | 2017-2018 Goal | 2017-2018 Actual | 2018-2019 Goal | 2019-2020 Goal |
|-------------------------------|---------------------|-------------------|---------------------|-------------------|---------------------|-------------------|-------------------|
| Growth (Learning Gains) Goals | | | | | | | |
| State Gains FSA-ELA | 52 | * | 54 | * | 54 | * | 59 |
| District Gains FSA-ELA | 47 | 49 | 51 | 53 | 52 | 55 | 56 |

| 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 | 28 | 24 | 24 | 22 | 20 |
| White/Hispanic | 5 | 8 | 6 | 7 | 8 | 4 | 4 |
| Economically Disadvantaged/Non-Economically Disadvantaged | 19 | 8 | 16 | 14 | 18 | 12 | 10 |
| Students with Disabilities/Students without Disabilities | 34 | 26 | 38 | 36 | 39 | 34 | 24 |
| English Language Learners/ Non-English Language Learners | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

Reading allocation funds may be utilized to provide progress monitoring assessments and data mining services. Upon review of data collected, supplementary materials may be purchased to provide intervention and/or opportunities for extension of learning. These expenditures should allow our schools to continue to move forward toward our district goals.

3. In regard to district-level monitoring of student achievement progress, please address the following:

A. Who at the district level is responsible for collecting and reviewing student progress monitoring data?

Pamela Price, instructional administrator

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.

Holmes District utilizes the i-Ready assessments for progress monitoring. These assessments are administered district wide during identified assessment windows. The assessments are administered on computer and paper pencil for students with that as an allowable accommodation. Data from the assessments is sorted and disaggregated for use at the district, school, and classroom level. Holmes District collects baseline data during the month of September, progress monitoring data during November, and outcome data during May. Reading Coaches/Curriculum Coordinators at each school are responsible for scheduling the assessments and for insuring that students complete the testing.

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

Progress monitoring assessments will be administered at least 3 times, and data will be collected and reviewed by district personnel for each administration.

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

Pamela Price, instructional administrator

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?

Pamela Price, instructional administrator

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

Lesson plans will be collected either through Planbook.com or traditional hard copies by principals weekly. Lesson plans will reflect whole group, small group, and individualized instruction based on student needs and Florida standards. Along with this, principals will conduct walk throughs and collect observational data to ensure that instruction is systematic and explicit while addressing the variety of student needs.

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

annually

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

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

Pamela Price, instructional administrator

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?

Based on student needs, teachers will pull materials from websites such as ReadWorks.org and will utilize programs such as MobyMax or FootSteps2Brilliance. Classroom teachers needing assistance will work with the reading coach or curriculum coordinator.

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?

Pamela Price, instructional administrator

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

Lesson plans will be collected either through Planbook.com or through traditional hard copies by principals weekly. Lesson plans will reflect whole group, small group, and individualized instruction based on student needs and Florida Standards. Walk throughs and formal observations conducted on a weekly basis will provide additional data that UDL principles are utilized and accessible to all learners.

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

annually

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

See Appendix A.

Research-Based Reading Instruction Allocation

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

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

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

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

Professional Development

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

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

Pamela Price, instructional administrator

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

\$12,000.00

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

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

Pamela Price, instructional administrator

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

Additional funding will come from Title II, Part A funds, if 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 endorsed / certified

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

District, Bethlehem School, and Ponce de Leon Elementary

- 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/literacy coaches were placed in schools according to qualifications and prior experience at the school. Prior experience at the school was a major factor in placing coaches. Coaches are able to make greater change in schools with teachers who already trust the coach. A reading coach was placed at one of our lowest performing schools: Bethlehem.

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

- a. Elementary:1 (Ponce de Leon Elementary) and 2 serving K-12 (Bethlehem School and the District Reading Coach)
- b. Middle:0
- c. High:0

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

Lesson plans, classroom walk through data, assessment data

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

\$198,416.00

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?

None

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.:

Discovery Education Inside and Edge
i-Ready Toolkits

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

\$15,000.00

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

We are purchasing, with grant funds, the multi sensory I Ready toolboxes to use an intervention to students in grades K-3.

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:**Pamela Price

2. **Email Address:**pricep@hdsb.org

3. **Phone Number:**850-547-6674 ext 1238

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

Bonifay K-8 and Ponce de Leon Elementary

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

a. **Start Date:**June 4, 2018

b. **Which days of the week is SRC offered:**Monday, Tuesday, Wednesday, and Thursday

c. **Number of instructional hours per day in reading:**6

d. **End Date:**June 28, 2018

e. **Total number of instructional hours of reading:**96

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

Yes

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

1:10

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

No

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

Stanford 100

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 | \$198,416.00 |
| District expenditures on intervention teachers | \$0 |
| District expenditures on supplemental materials or interventions | \$15,000.00 |
| District expenditures on professional development | \$12,000.00 |
| District expenditures on summer reading camps | \$3,132.00 |
| District expenditures on additional hour for school on the list of 300 lowest performing elementary schools | 0 |
| Flexible Categorical Spending | 0 |
| Sum of Expenditures | \$234,240.00 |
| Amount of district research-based reading instruction allocation for 2018-2019 | \$234,240.00 |

APPENDIX A



2018-2019 Reading Plan Meeting

Monday, April 24, 2018

2:00 PM

Instructional Administrator's Office – District Office

- Pamela Price, Instructional Administrator
 - District K-12 Comprehensive Research-Based Reading Plan Contact
 - District ELL Contact
- Donnita Butorac, Exceptional Student Education Administrator

Agenda

- 2018-2019 District Reading Plan Overview
- Alignment Between Special Programs and Procedures
- Responsibility of Instructional Administrator
 - Training for all teachers using i-Ready
 - Progress Monitoring and Review of data
 - Alignment of Florida State Standards to Instruction
 - Alignment of Supplemental and Intervention Programs
 - MTSS – work with ESE Administrator
- Responsibility of ESE Administrator
 - Scheduling Universal Design Training
 - MTSS – work with Instructional Administrator

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;

Chart DT1 K-5 Assessment/Curriculum Decision Tree Using iReady and FLKRS

| | | |
|---|--|---|
| <p>Administer iReady and/or FLKRS K—Consonants, vowels, phoneme, letters, syllables, vocabulary, listening: story elements, main idea, and strategies 1—Consonants, vowels, phoneme, letters, syllables, vocabulary, listening: story elements, main idea, strategies, and reading: story elements, main idea, and strategies. 2—Reading vocabulary, application, literary analysis, writing process, writing application/communication, and informational literacy.</p> | | <p>Dates: AP 1—August—September AP 2—December—January AP 3—April--May</p> |
| <p>IF: score falls in the bottom quartile of iReady or with a scale score of 437 or below on FLKRS</p> | <p>IF: score falls in the second or third quartile of iReady or with a scale score of 438-496 on FLKRS</p> | <p>IF: score falls in the top quartile of iReady or with a scale score of 497-529 on FLKRS</p> |
| <p>THEN:</p> <ul style="list-style-type: none"> • Compare results to other assessment data (DRA , unit tests, Kindergarten report card, etc) <p>Further Diagnostic Evaluation: Use various IReady reports (sorted by teacher, sorted by skill) to determine the level of daily differentiated intervention required for students.</p> <ul style="list-style-type: none"> • PA/Phonics knowledge • Vocabulary knowledge • Listening Comprehension knowledge • Reading Comprehension knowledge <p>Determine need for more intensity:</p> <ul style="list-style-type: none"> • additional time • smaller group size • more targeted instruction <p>Determine progress monitoring steps:</p> <ul style="list-style-type: none"> • How frequently will progress be checked? • What instrument will be used to check? <p>Provide differentiated small group instruction with appropriate level text and supplemental materials.</p> <p>Students not responding and making progress will be considered to have a substantial reading deficiency and will be further diagnosed. Instruction will be modified to be more explicit and in smaller groups. The student will enter the MTSS process. Records will be kept of</p> | <p>THEN:</p> <ul style="list-style-type: none"> • Compare results to other assessment data (DRA , unit tests, Kindergarten report card, etc) <p>Further Diagnostic Evaluation: Use various IReady reports (sorted by teacher, sorted by skill) to determine the level of daily differentiated intervention required for students.</p> <ul style="list-style-type: none"> • PA/Phonics knowledge • Vocabulary knowledge • Listening Comprehension knowledge • Reading Comprehension knowledge <p>Determine need for more intensity:</p> <ul style="list-style-type: none"> • additional time • smaller group size • more targeted instruction <p>Determine progress monitoring steps:</p> <ul style="list-style-type: none"> • How frequently will progress be checked? • What instrument will be used to check? <p>Provide differentiated small group instruction with appropriate level text and supplemental materials.</p> | <p>THEN:</p> <ul style="list-style-type: none"> • K—Note comprehension on listening tasks • Grades 1 & 2—Note comprehension on listening and reading tasks • Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, phonics, and fluency at the word and/or connected text level. |

Chart DT1 K-5 Assessment/Curriculum Decision Tree Using iReady and FLKRS


| | | |
|---|--|--|
| <p>daily interventions including but not limited to utilization of the Tyner model of small group instruction. Further diagnoses may be determined through testing for learning disabilities and a possible individualized education plan. Students not making progress will be served with different materials, including multisensory materials, and/or models in subsequent years to accelerate their reading skills, including but not limited to resource teachers, reading lab, and SRA intervention materials. At home reading will be provided for parents to utilize through the iReady toolkit.</p> <p>*All students will complete adaptive lessons on the iReady system that begin at the student’s level as determined by the diagnostic for at least 45 minutes each week. (Students with an identified substantial deficiency in reading will complete adaptive lessons on a daily basis.)</p> | |  |
|---|--|--|

Chart DT2 Grades 6-8 Assessment/Curriculum Decision Tree Using iReady

| | | |
|--|---|--|
| <p>Administer iReady (grades 6-8): reading vocabulary, application, literary analysis, writing process, writing/communication, and informational literacy.</p> | | <p>Dates: AP 1—August—October AP 2—December—January AP 3—April—May</p> |
| <p>Bottom Quartile</p> | <p>Second and Third Quartile</p> | <p>Top Quartile</p> |
| <p>Further Diagnostic Evaluation:</p> <ul style="list-style-type: none"> Administer FAIR Toolkit Phonics Screening or Words Their Way Upper Level Spelling Inventory to determine student needs in decoding. Use various iReady reports (sorted by teacher, sorted by skill) and data from other assessment instruments (ex., spelling inventory) to determine the level of daily differentiated intervention required for all students in the following areas: <ul style="list-style-type: none"> *decoding ability *vocabulary knowledge *text reading efficiency *thinking deeply about text Determine need for intensity <ul style="list-style-type: none"> *additional time *smaller group size *more targeted instruction in areas of need Determine progress monitoring steps: <ul style="list-style-type: none"> *How frequently will progress be checked? | <p>Further Diagnostic Evaluation:</p> <ul style="list-style-type: none"> Administer as needed: FAIR Toolkit Phonics Screening or Words Their Way Upper Level Spelling Inventory, Academic Vocabulary Inventory, or Instructional Level Passages with Question/Response Templates to determine student needs in decoding, vocabulary, and/or text reading efficiency and thinking deeply about text. Use various iReady reports (sorted by teacher, sorted by skill) and data from other assessment instruments to determine the level of daily differentiated intervention required for all students in the following areas: <ul style="list-style-type: none"> *decoding ability *vocabulary knowledge *text reading efficiency *thinking deeply about text Determine need for intensity <ul style="list-style-type: none"> *additional time *smaller group size | <p>Further Diagnostic Evaluation:</p> <ul style="list-style-type: none"> Use various iReady reports (sorted by teacher, sorted by skill) and data from other assessment instruments (ex. FAIR) to determine the level of daily differentiated intervention required for all students in the following areas: <ul style="list-style-type: none"> *vocabulary knowledge *thinking deeply about text Determine need for intensity <ul style="list-style-type: none"> *additional time *smaller group size *more targeted instruction Determine progress monitoring steps: <ul style="list-style-type: none"> *How frequently will progress be checked? *What instrument will be used to check? <p>Provide differentiated small group instruction with appropriate level text and supplemental materials in a content-area course with an instructor who is reading endorsed or who has completed Content Area Reading Professional Development (CAR-PD)/Next Generation</p> |

Chart DT2 Grades 6-8 Assessment/Curriculum Decision Tree Using iReady

| | | |
|---|--|--|
| <p>*What instrument will be used to check? Provide differentiated small group instruction with appropriate level text and supplemental materials.</p> <p>All students should receive weekly instruction that includes decoding strategies, vocabulary knowledge development, and thinking deeply about text.</p> <p>All students who demonstrate needs in phonics should receive explicit instruction in orthographic knowledge; students demonstrating need in morphological strategies should receive explicit instruction in base/root words and prefixes/suffixes.</p> <p>Students not responding and making progress will be further diagnosed and instruction will be modified to be more explicit and in smaller groups. Students not making progress will be served with different materials in subsequent years to accelerate their reading skills.</p> | <p>*more targeted instruction</p> <ul style="list-style-type: none"> Determine progress monitoring steps: *How frequently will progress be checked? *What instrument will be used to check? <p>Provide differentiated small group instruction with appropriate level text and supplemental materials.</p> <ul style="list-style-type: none"> Serve student in reading interventions using ongoing progress monitoring tools between assessment windows to ascertain progress. Provide <i>enhanced</i> instruction in high-level reasoning skills, vocabulary, and thinking deeply about text strategies required to meet grade level standards. | <p>Content Area Reading Professional Development (NGCAR-PD).</p> <ul style="list-style-type: none"> Serve student in reading interventions using ongoing progress monitoring tools between assessment windows to ascertain progress. Provide current levels of instruction in high-level reasoning skills, vocabulary, and thinking deeply about text strategies required to meet grade level standards. |
|---|--|--|

**Programs and Materials:
Intensive Reading Courses**

Chart DT2 Grades 6-8 Assessment/Curriculum Decision Tree Using iReady

| | | |
|---|--|---|
| <p>A* Reading interventions provided through Intensive Reading course <i>Disfluent FSA Level 1 Student</i></p> | <p>B* Reading interventions provided through Intensive Reading course <i>Fluent FSA Level 1, or Disfluent FSA Level 2 Student</i></p> | <p>C* Reading interventions provided through content area course <i>Fluent FSA Level 2 Student</i></p> |
| <p>Programs and Materials: National Geographic Inside</p> | <p>Programs and Materials: National Geographic Inside Pearson Common Core Literature Florida edition</p> | <p>Programs and Materials: Content area course taught by a reading endorsed teacher or by a teacher who has completed Content Area Reading Professional Development (CAR-PD) or Next Generation Content Area Reading Professional Development (NGCAR PD).</p> |

Chart DT3 Grades 9-12 Assessment/Curriculum Decision Tree Using IReady

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|--|---|--|
| <p>Administer IReady (grades 9-12): reading vocabulary, application, literary analysis, writing process, writing/communication, and informational literacy.</p> | | <p>Dates: AP 1—August—October AP 2—December—January AP 3—April—May</p> |
| <p>Bottom Quartile</p> | <p>Second and Third Quartile</p> | <p>Top Quartile</p> |
| <p>Further Diagnostic Evaluation:</p> <ul style="list-style-type: none"> Administer FAIR Toolkit Phonics Screening or Words Their Way Upper Level Spelling Inventory to determine student needs in decoding. Use various IReady reports (sorted by teacher, sorted by skill) and data from other assessment instruments (ex., spelling inventory) to determine the level of daily differentiated intervention required for all students in the following areas: <ul style="list-style-type: none"> *decoding ability *vocabulary knowledge *text reading efficiency *thinking deeply about text Determine need for intensity <ul style="list-style-type: none"> *additional time *smaller group size *more targeted instruction in areas of need Determine progress monitoring steps: <ul style="list-style-type: none"> *How frequently will progress be checked? | <p>Further Diagnostic Evaluation:</p> <ul style="list-style-type: none"> Administer as needed: FAIR Toolkit Phonics Screening or Words Their Way Upper Level Spelling Inventory, Academic Vocabulary Inventory, or Instructional Level Passages with Question/Response Templates to determine student needs in decoding, vocabulary, and/or text reading efficiency and thinking deeply about text. Use various IReady reports (sorted by teacher, sorted by skill) and data from other assessment instruments to determine the level of daily differentiated intervention required for all students in the following areas: <ul style="list-style-type: none"> *decoding ability *vocabulary knowledge *text reading efficiency *thinking deeply about text Determine need for intensity <ul style="list-style-type: none"> *additional time *smaller group size | <p>Further Diagnostic Evaluation:</p> <ul style="list-style-type: none"> Use various IReady reports (sorted by teacher, sorted by skill) and data from other assessment instruments (ex. FAIR) to determine the level of daily differentiated intervention required for all students in the following areas: <ul style="list-style-type: none"> *vocabulary knowledge *thinking deeply about text Determine need for intensity <ul style="list-style-type: none"> *additional time *smaller group size *more targeted instruction Determine progress monitoring steps: <ul style="list-style-type: none"> *How frequently will progress be checked? *What instrument will be used to check? <p>Provide differentiated small group instruction with appropriate level text and supplemental materials in a content-area course with an instructor who is reading endorsed or who has completed Content Area Reading Professional Development (CAR-PD)/Next Generation</p> |

Chart DT3 Grades 9-12 Assessment/Curriculum Decision Tree Using IReady

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|---|--|--|
| <p>*What instrument will be used to check? Provide differentiated small group instruction with appropriate level text and supplemental materials.</p> <p>All students should receive weekly instruction that includes decoding strategies, vocabulary knowledge development, and thinking deeply about text.</p> <p>All students who demonstrate needs in phonics should receive explicit instruction in orthographic knowledge; students demonstrating need in morphological strategies should receive explicit instruction in base/root words and prefixes/suffixes.</p> <p>Students not responding and making progress will be further diagnosed and instruction will be modified to be more explicit and in smaller groups. Students not making progress will be served with different materials in subsequent years to accelerate their reading skills.</p> | <p>*more targeted instruction</p> <ul style="list-style-type: none"> Determine progress monitoring steps: *How frequently will progress be checked? *What instrument will be used to check? <p>Provide differentiated small group instruction with appropriate level text and supplemental materials.</p> <ul style="list-style-type: none"> Serve student in reading interventions using ongoing progress monitoring tools between assessment windows to ascertain progress. Provide <i>enhanced</i> instruction in high-level reasoning skills, vocabulary, and thinking deeply about text strategies required to meet grade level standards. | <p>Content Area Reading Professional Development (NGCAR-PD).</p> <ul style="list-style-type: none"> Serve student in reading interventions using ongoing progress monitoring tools between assessment windows to ascertain progress. Provide current levels of instruction in high-level reasoning skills, vocabulary, and thinking deeply about text strategies required to meet grade level standards. |
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**Programs and Materials:
Intensive Reading Courses**

Chart DT3 Grades 9-12 Assessment/Curriculum Decision Tree Using IReady

| | | |
|---|--|---|
| <p>A* Reading interventions provided through Intensive Reading course <i>Disfluent FSA Level 1 Student</i></p> | <p>B* Reading interventions provided through Intensive Reading course <i>Fluent FSA Level 1, or Disfluent FSA Level 2 Student</i></p> | <p>C* Reading interventions provided through content area course <i>Fluent FSA Level 2 Student</i></p> |
| <p>Programs and Materials: National Geographic Inside</p> | <p>Programs and Materials: National Geographic Inside Pearson Common Core Literature Florida edition</p> | <p>Programs and Materials: Content area course taught by a reading endorsed teacher or by a teacher who has completed Content Area Reading Professional Development (CAR-PD) or Next Generation Content Area Reading Professional Development (NGCAR PD).</p> |