

Lake 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: Amy Cockcroft

Contact Email: cockcroftc@lake.k12.fl.us

Contact Telephone: 352-253-6908

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.**

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	50	52	52	54	54	56	56

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	48	Click here to enter text.	51	52	52	54	54

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	*	20
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	18
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	31	*	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	25	23	24	21	24	19	17
White/Hispanic	12	11	13	10	13	9	8
Economically Disadvantaged/Non-Economically Disadvantaged	25	23	26	21	26	19	17
Students with Disabilities/Students without Disabilities	40	37	39	32	40	28	27
English Language Learners/ Non-English Language Learners	27	26	31	23	28	20	18

* 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.

We plan to use the funds to impact student achievement by paying for salaries and benefits for literacy coaches. These positions will provide reading content support to school level administrators and faculty at each site. They will also coordinate professional development and coaching services for schools and classrooms based upon need and ensure that schools have appropriate reading curriculum implementation at the teacher and coach level. We will also use the allocations to pay for our Third Grade Summer Reading Camp program to provide additional reading support to our third grade student who did not score a Level 2 or higher on the FSA. We will also use expenditures to support student achievement in the following ways:

- Deliver research-based professional development for teachers, coaches, school and district administrators.
- Supply students with access to appropriate authentic text
- Offer district – created resources, such as blueprints and quarterly assessment for 6-12 grades to support standards-based instruction

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?

District ELA Program Specialists will be responsible for collecting, reviewing, and monitoring student achievement progress.

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.

i-Ready Reading will be administer 3 times a year for grades K-3 and 2 times a year for grades 4-5. Reports will be pulled and monitored by the district. Grades 6-10 will administer end of marking period assessments 4 times a year. FAIR-FS will be administered 4 times a year for grades 6-12. Teachers, literacy coaches, principals, assistant principals, teachers and district program specialists will monitor students' progress toward district goals.

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

Progress monitoring data will be collected and reviewed three times a year : August/September, December/January and April/May in grades K-3. Grades 4-5 will be monitored two times a year September and February. FSA scores will be used for May. In grades 6-12 progress monitoring will be collected and reviewed three times a year.

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

The Executive Director of Curriculum, Instruction, and Assessment and the Executive Director of Academic Services and Interventions will be responsible for ensuring the fidelity of students receiving appropriate interventions and monitor their progress toward district goals. District level specialists such as the ESE specialists, MTSS manager and K-5 and 6-12 ELA Program Specialists will be delegated to help monitor and ensure the fidelity of interventions for students not progressing towards district goals. For those students not progressing, interventions will be modified or increased as needed and diagnostic assessments will be given to more specifically determine learning needs through the Multi-Tiered System of Support (MTSS) Team. The district administrators and specialists will work closely with literacy coaches to assist in monitoring the fidelity of reading 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 Elementary and Secondary ELA program specialists will be responsible for ensuring that classroom instruction is aligned to grade-level Florida Standards. In order to support schools regional and district program specialists can assist by monitoring alignment during classroom learning walks and provide feedback to administrators regarding alignment to standards. The Chief of Transformation will be responsible for training principals in alignment of curriculum and standards.

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

All principals are expected to conduct at least 10 classroom learning walks a week. Learning walks will focus upon alignment of standards, curriculum, instruction, assessment and intervention, fidelity of curriculum implementation, quality of instruction, student engagement and lesson content. Principals and their leadership teams will also be looking for reading, writing, thinking and talking in all classrooms. Through the TEAM evaluations consisting of formal and informal observations, evidence will be collected to demonstrate that classroom instruction is aligned to grade-level Florida Standards. FSA scores will also be an indicator of aligned classroom instruction. LEADS is the evaluation tool used for administration and is ongoing throughout the year, district leaders can collect evidence for alignment.

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

Principal learning walk data will be collected and reviewed monthly.

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 Instructional Materials Manager will be responsible for ensuring that schools have access to informational text for each content area in a variety of mediums. Program Specialists will also be responsible for ensuring that schools have access to informational text for each content area in a variety of mediums through links embedded in the ELA curriculum blueprints. Media center and eBook check out at each school will provide teachers and students with access to informational and content-area based texts.

Achieve3000 will provide all students in grade 6-10 with informational texts that support all content areas.

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

The district will continue to provide access to various media outlets and databases, such as EBSCO host, Safari Montage, NEWSELA, Destiny Follett eBook shelf. ELA and Science and Social Studies Program specialists will work with K-2 teachers to facilitate the use of science and social studies readers into their literacy blocks. The ELA and Social Studies Program specialist will work with social studies teachers in grades 4-12 to provide DBQ Project curriculum and support, through PD and PLCs. The DBQ curriculum provides students with a variety of informational texts in social studies centered on an essential question. This curriculum allows students to read, write, think and talk throughout their analysis. The district will monitor the use of a variety of increasingly complex text and use of multiples texts through classroom learning walks.

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?

Regional ESE Specialists are responsible for each of the three regions in ensuring that all classroom instruction is accessible to the full range of learners using the 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)?

All principals are expected to conduct classroom walk-throughs weekly. All Literacy Coaches have had introductory training in the Principles of UDL. Our ESE department is providing additional training through the support of FLDRs, so that ESE teachers can be an additional resource and collaborate with classroom teachers. During learning walks, evidence will be collected that classroom instruction is accessible to the full range of learners using the UDL for Learning Principles for effective instructional

planning and teaching. In adhering to UDL principles, students are empowered to take ownership of their own learning. The teacher should intentionally design and offer varied pathways, tools, strategies and scaffolds to address individual differences and eliminate barriers to learning.

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

Principal learning walk data is collected monthly. District support personnel visit classrooms of students with disabilities on an ongoing basis to monitor whether or not classroom instruction is fully accessible to the full range of learners. UDL guidelines within each classroom is conducted on an on-going basis by school-level administration with support from the District's Exceptional Student Education Department, Curriculum Department, and Regional Offices Data from i-Ready, Achieve 3000 and FAIR-FS will be collected three times a year.

- 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 in-service 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 in-service plan?**

Director of Curriculum, Instruction and Assessment

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

\$25, 000

- 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 in-service plan and is subsequently provided to reading coaches, classroom teachers and school administrators?

Director of Curriculum, Instruction and Assessment

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

Title II funds.

Reading/Literacy Coaches

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

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

Qualifications for literacy coaches would be that they are highly qualified and have five successful years of teaching experience as well as:

- Experience teaching reading, writing, speaking, listening and viewing
- Experience in presenting training programs, especially in teaching literacy
- Valid Florida teacher certification
- Current Clinical Education Certification
- Reading endorsement or Master's degree in Reading (Endorsement must be completed within two years of becoming a literacy coach)

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

East Ridge Middle, Eustis High, Gray Middle, Mount Dora High, Tavares High, Tavares Middle, Clermont Middle, Mount Dora Middle, Windy Hill Middle, South Lake High, East Ridge High and Lake Minneola High

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.

FSA scores were used to identify the schools with greatest need. The middle and high schools will focus on a new framework for Intensive Reading that will concentrate on moving students out of Intensive Reading as soon as possible. Coaches will provide training and support for those teachers.

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

- a. Elementary:0
- b. Middle:6
- c. High:6

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

Tools that will be used to collect evidence of implementation of effective coaching through provided professional development will be TEAM evaluation and the Artifact binder. Also, monthly logs will be completed by every Literacy Coach to provide evidence of implementation of PD training. Depending on school site training, data could also be used. For example, in the area of writing, we can use the FSA ELA results as well as progress monitoring from student sample writing prompt to see growth across classrooms/schools. i- Ready , secondary progress monitoring, and MAZE results are also collected district-wide. Professional development should directly correlate to our assessment tools to help us determine evidence of the coach-provided PD that is given at school sites.

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

\$762,519.48

- 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;

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?

East Ridge Middle, Eustis Middle, Gray Middle, Tavares Middle, Oak Park Middle, Carver Middle, Clermont Middle, Mt. Dora Middle, Windy Hill Middle and Umatilla Middle

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.

These schools were identified based on student achievement data from FSA.

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

- a. Elementary:0
- b. Middle:10
- c. High:0

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

\$592,585.93

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.:

The district will be purchasing SIPPS(Systematic Instruction in Phonological Awareness, Phonics and Sight Words) and DIP (Discover Intensive Phonics) kits, materials and training for our schools that do currently have a systematic phonics program for their K-3 students. We currently provide an online course for teachers from Reading Horizons (DIP) that gives the teachers the foundational knowledge they need to provide phonemic awareness and

phonics to all students. The ELA Program Specialists will work with the Lastinger Center for Learning to formulate a training plan for teachers, literacy coaches and principals to enhance the trainings already being provided by our district's PD, ESE and Curriculum departments.

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

We have allocated \$113,692.81 for materials and resources and \$25, 000 for training that will be necessary to ensure that teachers are prepared to use these materials.

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.

In addition to what we will be purchasing, currently we are using Title I funds to support our Title 1 schools. Other schools are using the resources at their schools with support from Literacy Coaches, Content Coaches, ESE support staff and District Program Specialists. The K-5 and 6-12 ELA Program Specialists will work in conjunction with the ESE, Academic Services and Professional Development departments to coordinate monthly PD for our Literacy Coaches, so that they can support their teachers with multisensory interventions strategies pursuant to The District Program Specialists will work with the Regional Curriculum Specialists to provide on- going training and support to our lowest performing schools during grade level PLCs. Students who are substantially below grade level will be progress monitored weekly by the MTSS team.

Summer Reading Camps

Please complete the following questions regarding SRC.

1. SRC Supervisor Name: Doreathe Cole

2. Email Address:coled@lake.k12.fl.us

3. Phone Number:352-253-6860

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

Region 1 – Triangle Elementary Region 2 – Beverly Shores Elementary and
Region 3 – Sawgrass Bay

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: 5.50

d. End Date: July 10, 2018

e. Total number of instructional hours of reading: 115.5

- 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.?**

A hiring rubric will be used by the hosting site principals of the Summer Reading Camps in order to ensure that the most highly effective teachers are hired. The rubric will contain criteria such as reading endorsement, experience teaching 3rd grade, and evidence of success in working with struggling students.

- 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)?**

There will be Title 1 Jumpstart for K-1 students and Title 1 Summer School for grade 2, 4, and 5. Those students will be served at Triangle Elementary, Beverly Shores Elementary, Fruitland Park Elementary and Rimes Early Learning Center

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

i-Ready scores from July 10th will be collected and analyzed to determine growth and student achievement. Successful portfolios will be collected as evidence that SRC was beneficial for students. The matrix aligned to the portfolios will also assist with progress monitoring. The number of student passing SRC will be evidence that progress monitoring tools utilized are beneficial.

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	\$235,829.00
District expenditures on reading coaches	\$762,519.48
District expenditures on intervention teachers	\$592,585.93
District expenditures on supplemental materials or interventions	\$113,692.81
District expenditures on professional development	\$25,000
District expenditures on summer reading camps	\$169,753.78
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	(0)
Flexible Categorical Spending	
Sum of Expenditures	\$1,899,381.00
Amount of district research-based reading instruction allocation for 2018-2019	\$1,899,381.00

APPENDIX A

2018-19 K-12 Reading Plan
ESE/Curriculum and Instruction
5/7/2019
Agenda Notes
Attendees: Sherrie Smith and Tara Hart

SP and P requirements

- Update MTSS procedures on SP & P

Monitoring of student progress

- Students with disabilities are monitored the same way. , through progress monitoring of their IEP goal and objectives

Decision Tree

- Discussion on alignment

UDL

- Professional Development will be offered through IDEA funds and our Professional Development department.
- PD offered during our annual PD day each year. On-going PD offered regarding small group instruction, UDL principles, Accountable Talk and Read, Write, Think and Talk.

Agenda
May 7, 2018
2018-19 K-12 Reading Plan

Attendees: Sherrie Smith and Amber Green

Purpose: Meet to discuss alignment within the K-12 Comprehensive Research-Based Reading Plan and the district's ESOL Plan.

ESOL Plan

- Students with a positive Home Language Survey will receive an Initial Proficiency Test (IPT) which determines program participation and English proficiency levels including Non-English speaking (NES) or Limited English speaking (LES). An ELL Committee will convene to develop an ELL Plan and determine the interventions and accommodations that will be implemented to support language acquisition and academic achievement.

Alignment of district decision trees

Accommodations

- Students receive additional support based on needs. Support can be through dictionaries, visual representations, and various effective research based strategies.

WIDA ACCESS 2.0

- Given annually to determine continuation of ESOL services or program exit.

Rosetta Stone

- Students in grades 2-12 have access to this program for 20 minutes a day. Secondary students (6-12) receive services during their Intensive Reading block.
- Students that are returning need a level one or two in Listening and Speaking on the WIDA ACCESS 2.0 in order to be considered for Rosetta Stone. The ELL committee will make the decision.

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

If	Then
<p align="center">Tier 1</p> <p>i-Ready Diagnostic Score of Above Level Above range is considered above level And/Or 4th and 5th grade FSA ELA score of 4 or 5</p>	<ul style="list-style-type: none"> -Whole group instruction in the 90 minute reading block -Small group instruction in the 90 minute reading block with a highly qualified teacher. -Group size 4-8 students -Instruction will include phonemic awareness (primary), phonics, fluency, vocabulary and comprehension. -Students will be progressed monitored through Grade level assessments and i-Ready diagnostics
<p align="center">Tier 2</p> <p>i-Ready Diagnostic Score of On Level On-Level ranges And/Or 4th and 5th grade FSA ELA score of 2 or 3</p>	<ul style="list-style-type: none"> -Whole group instruction in the 90 minute reading block -Small group instruction in the 90 minute reading block with a highly qualified teacher -Group size is 3-5 students -Instruction will include phonemic awareness (primary), phonics, fluency, vocabulary, and comprehension. -Students will be progressed monitored through Grade level assessments and i-Ready diagnostics. -Students will be progress monitored every 20 days.
<p align="center">Tier 3</p> <p>i-Ready Diagnostic Score or Below Level K-3 students: Below level ranges : K= 361 and below 1st grade = 346 2nd grade = 418 3rd grade = 472</p> <p align="center">And/or</p> <p>4th and 5th grade FSA ELA score of 1 Retained 3rd grade FSA ELA score of 1</p> <p>Notify parents of substantial reading deficiency as required in Section 1008.25, F.S. (determined by i-Ready diagnostic and grade level assessments)</p>	<ul style="list-style-type: none"> -Whole group instruction in the 90 minute reading block -Small group instruction daily in the 90 minute reading block with a highly qualified teacher -Group size 1-3 students -Immediate intensive intervention in addition to the 90-minute reading block should occur daily. -Instruction will include phonemic awareness (primary), phonics, fluency, vocabulary, and comprehension. -Students will be progressed monitored through Grade level assessments and i-Ready diagnostics -Students that do not respond to reading interventions will be remediated in small group instruction based on student data in the areas of deficiency. -Teachers will use the Individual Student Profile from i-Ready to determine specific student needs and use the Teacher directed lessons specified in the Toolbox. - Teachers will also apply the UDL principles and multisensory strategies that are the best fit for the student. -Students will be progressed monitored weekly

Reading Placements—Overall

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

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

Grade Level: Kindergarten

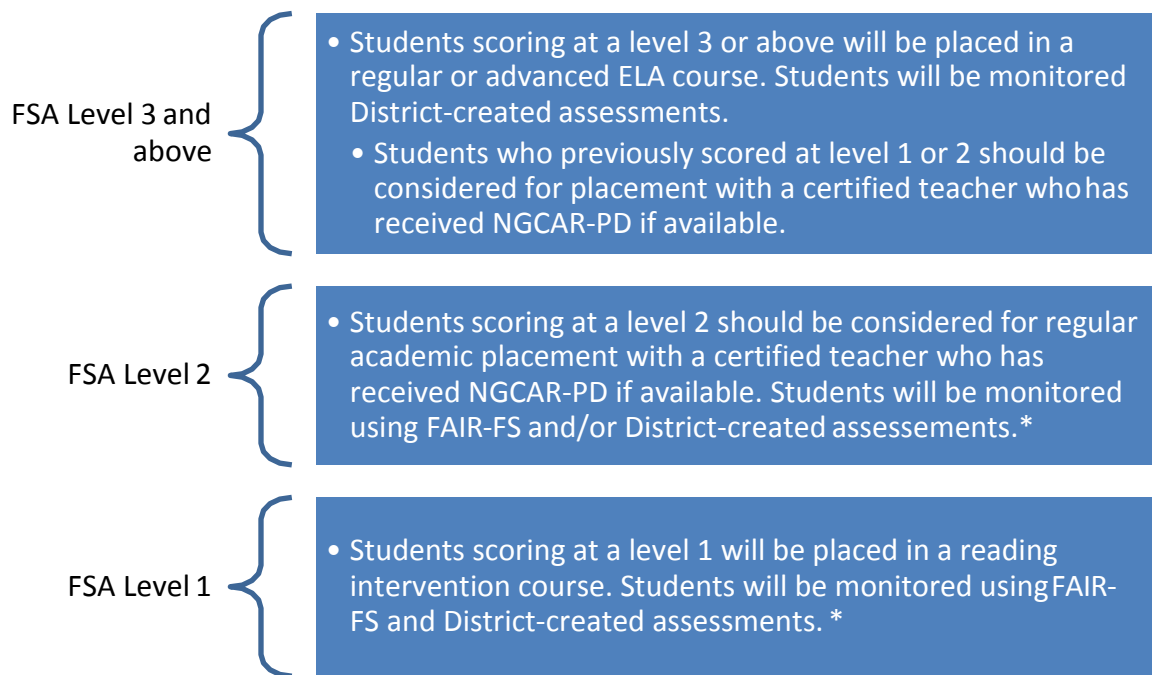
If	Then
<p>Florida Kindergarten Readiness Screener –STAR Early Literacy Scale Score of 497-529 (On Watch)</p>	<ul style="list-style-type: none"> -Whole group instruction in the 90 minute reading block -Small group instruction daily in the 90 minute reading block with a highly qualified teacher -Group size 4-8 students -Some students may receive immediate intensive intervention in addition to the 90 minute reading block -Instruction will include phonemic awareness, phonics, vocabulary, and comprehension -Students will be progressed monitored through Grade level assessments and i-Ready Diagnostics.
<p>Florida Kindergarten Readiness Screener - STAR Early Literacy Scale Score of 438-495 (Intervention)</p>	<ul style="list-style-type: none"> -Whole group instruction in the 90 minute reading block -Small group instruction daily in the 90 minute reading block with a highly qualified teacher -Group size 3-5 students -Immediate intensive intervention in addition to the 90 minute reading block Instruction will include phonemic awareness, phonics, vocabulary and comprehension -Students will be progressed monitored through Grade level assessments and i-Ready Diagnostics
<p>Florida Kindergarten Readiness Screener - STAR Early Literacy Scale Score of 437 and below (Urgent Intervention)</p> <p>- Notify parents of substantial reading deficiency as required in Section 1008.25, F.S. (determined by FLKRS, i-Ready diagnostic and Grade level assessments</p>	<ul style="list-style-type: none"> -Whole group instruction in the 90 minute reading block -Small group instruction daily in the 90 minute reading block with a highly qualified teacher. -The teacher will determine the student’s Phonemic Awareness/Phonics level and provide focused instruction based on the assessment data. -When planning the teacher will incorporate UDL principles and other multisensory strategies such as: Tactile and Kinesthetic methods for PA and Auditory and Visual reasoning for Phonics. -Group size 1-3 students -Instruction will include phonemic awareness, phonics, vocabulary and comprehension -Students will be progressed monitored through Grade level assessments and i-Ready Diagnostics.

Grades 6-8 Assessment/Curriculum Decision Tree

FSA/FAIR-FS Screening

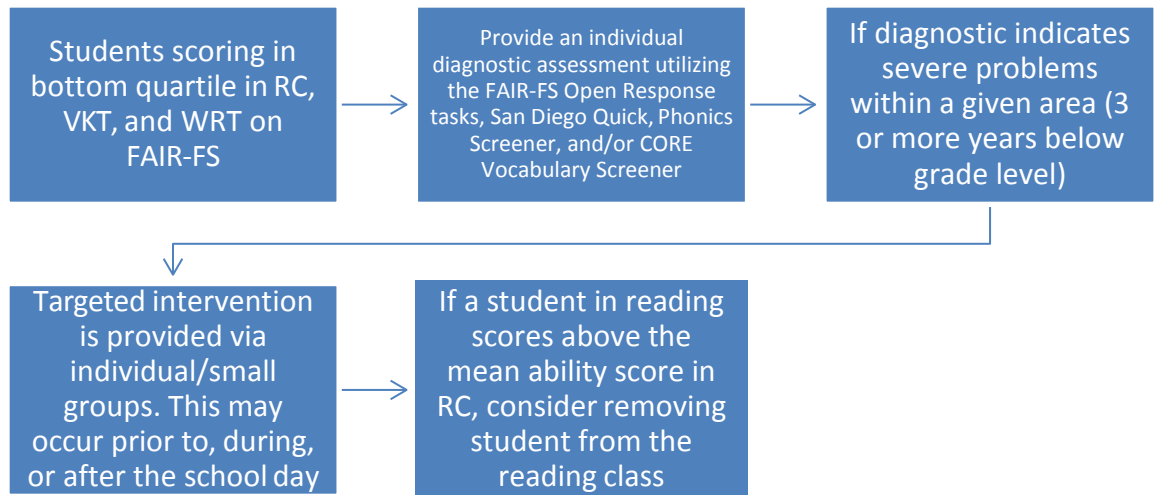
Note: In considering student placement, data must be triangulated. Multiple data sources provide the validity needed to place students. We recognize that the best determining data source is the teacher, as classroom teachers assess the needs of their students on a daily basis through both qualitative and quantitative measures. Through the quantitative data, qualitative data, collegial inquiry, data chats, FAIR-FS data and the FSA, we can be assured of completing a thorough analysis that best meets the needs of the students for their future.

Summative Assessment Screening: FSA



*ELL students scoring at a Level 1 or Level 2 will be placed in the ELL Intensive Reading Course or a Developmental Language Arts Course. Non-English Speaking Students will not be assessed until Level 1 of Rosetta Stone has been completed.

Formative Assessment Screening: FAIR-FS should be utilized as a quantitative assessment monitoring tool throughout the course of the academic year for all students scoring at a Level 1 and/or Level 2 on the prior FSA.* The following flow map will be used to modify instruction as needed:



*Non-English speaking students will not be assessed until Level 1 of Rosetta Stone has been completed.

Grade	A: RC Ability Score Indicator (Bottom Quartile)	B: SKT Ability Score Indicator (Bottom Quartile)	C: VKT Ability Score Indicator (Bottom Quartile)	D: WRT Ability Score Indicator (Bottom Quartile)
6 th	447	479	448	446
7 th	470	508	473	492
8 th	494	539	508	544

Instruction:

Instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided using the following protocols:

Tier 2 Interventions:

- Supplemental support may be needed by 5-15% of all students.
- Students are provided with systematic, explicit, and interactive small group (5-7 students) instruction.
- Intervention will be evidence-based, matched to student needs, and delivered for 20-30 minutes per day, 3-5 days per week (or as protocol indicates) in addition to Tier 1.
- Intervention will be provided by highly qualified teachers, educational specialist, or other professional staff members with training and expertise in the specific intervention.
- Intervention will be delivered for a sufficient period of time to allow the team to gather adequate data to determine effectiveness.
- Fidelity of the intervention will be monitored and documented (attendance and delivery of intervention).

- Progress will be monitored monthly or bi-weekly with at least 75% of students making gains.

Tier 3 Interventions:

- Intensive support may be needed by 1-5% of all students.
- Focus addresses gaps which pose barriers to learning to improve student performance with Tier 1 and Tier 2 expectations with intensive support for students.
- Students (groups of 3 or fewer) with significant and/or chronic deficits are provided with systematic, explicit, and interactive small group (1-3 students) instruction.
- Intervention will be evidence-based, matched to student needs, and delivered for 15-30 minutes per day, 3-5 days per week (or as protocol indicates) in addition to Tier 1 and Tier 2.
- Highly structured/scripted interventions will be provided by highly qualified teachers, educational specialist, or other professional staff members with training and expertise in the specific intervention.
- Intervention will be delivered for a sufficient period of time to allow the team to gather adequate data to determine effectiveness.
- Fidelity of the intervention will be monitored and documented (attendance and delivery of intervention).
- Progress will be monitored weekly.

Curriculum:

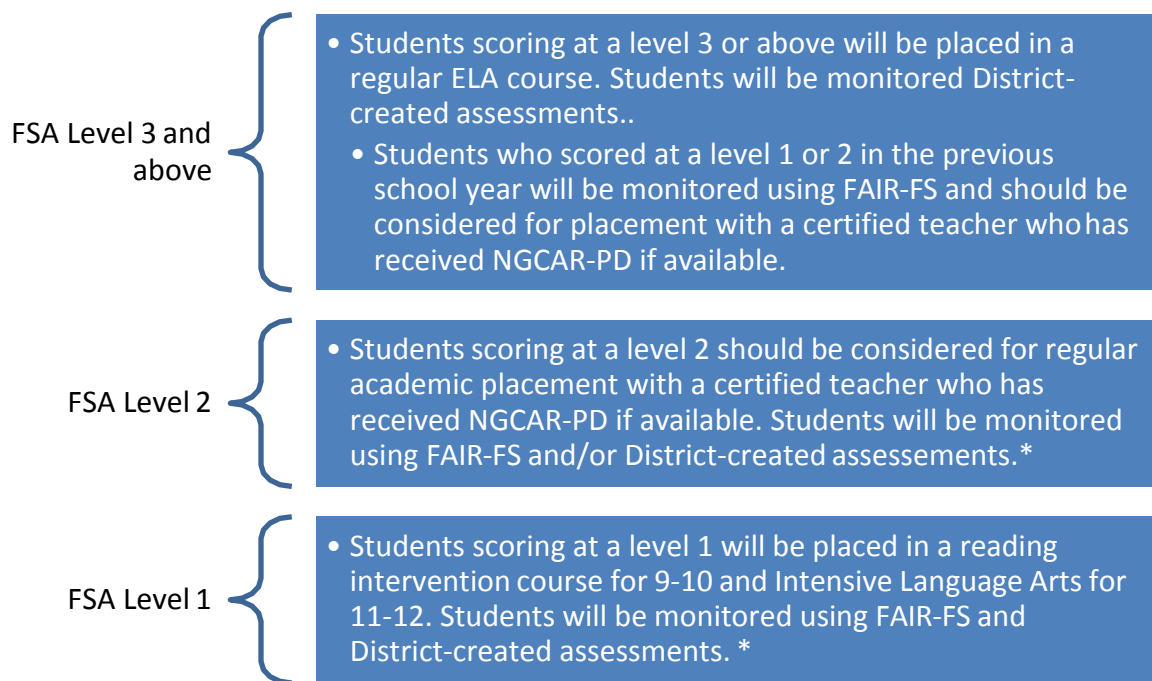
The curriculum resource that our district will use as a Supplemental Intervention Reading program is Achieve 3000. Other suggested intervention resources include SIPPS Plus, HMH ACCESS Newcomers, FCRR.org, FAIR Toolkit, Intervention Central, Easy CBM, and Six-Minute Solutions.

Grades 9-12 Assessment/Curriculum Decision Tree

FSA/FAIR-FS Screening

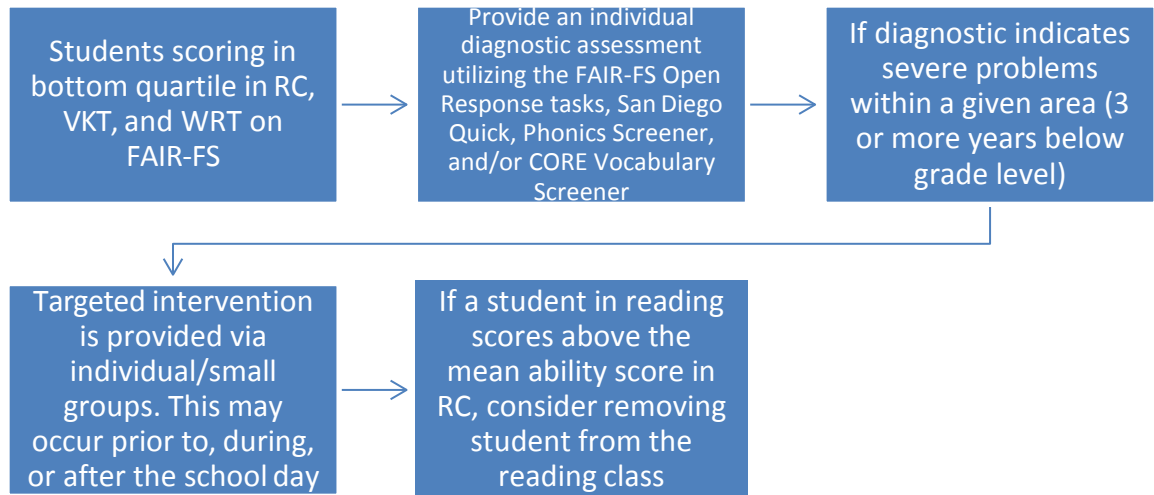
Note: In considering student placement, data must be triangulated. Multiple data sources provide the validity needed to place students. We recognize that the best determining data source is the teacher, as classroom teachers assess the needs of their students on a daily basis through both qualitative and quantitative measures. Through the quantitative data, qualitative data, collegial inquiry, data chats, FAIR-FS data and the FSA, we can be assured of completing a thorough analysis that best meets the needs of the students for their future.

Summative Assessment Screening: FSA



*ELL students scoring at a Level 1 or Level 2 will be placed in the ELL Intensive Reading Course or a Developmental Language Arts Course. Non-English Speaking Students will not be assessed until Level 1 of Rosetta Stone has been completed.

Formative Assessment Screening: FAIR-FS should be utilized as a quantitative assessment monitoring tool throughout the course of the academic year for all students scoring at a Level 1 and/or Level 2 on the prior FSA.* The following flow map will be used to modify instruction as needed:



*Non-English speaking students will not be assessed until Level 1 of Rosetta Stone has been completed.

Grade	A: RC Ability Score Indicator (Bottom Quartile)	B: SKT Ability Score Indicator (Bottom Quartile)	C: VKT Ability Score Indicator (Bottom Quartile)	D: WRT Ability Score Indicator (Bottom Quartile)
9 th	512	579	518	558
10 th	555	648	571	587
11 th	568	658	580	598
12 th	568	658	580	598

Instruction:

Instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided using the following protocols:

Tier 2 Interventions:

- Supplemental support may be needed by 5-15% of all students.
- Students are provided with systematic, explicit, and interactive small group (5-7 students) instruction.
- Intervention will be evidence-based, matched to student needs, and delivered for 20-30 minutes per day, 3-5 days per week (or as protocol indicates) in addition to Tier 1.
- Intervention will be provided by highly qualified teachers, educational specialist, or other professional staff members with training and expertise in the specific intervention.
- Intervention will be delivered for a sufficient period of time to allow the team to gather adequate data to determine effectiveness.
- Fidelity of the intervention will be monitored and documented (attendance and delivery of intervention).

- Progress will be monitored monthly or bi-weekly with at least 75% of students making gains.

Tier 3 Interventions:

- Intensive support may be needed by 1-5% of all students.
- Focus addresses gaps which pose barriers to learning to improve student performance with Tier 1 and Tier 2 expectations with intensive support for students.
- Students (groups of 3 or fewer) with significant and/or chronic deficits are provided with systematic, explicit, and interactive small group (1-3 students) instruction.
- Intervention will be evidence-based, matched to student needs, and delivered for 15-30 minutes per day, 3-5 days per week (or as protocol indicates) in addition to Tier 1 and Tier 2.
- Highly structured/scripted interventions will be provided by highly qualified teachers, educational specialist, or other professional staff members with training and expertise in the specific intervention.
- Intervention will be delivered for a sufficient period of time to allow the team to gather adequate data to determine effectiveness.
- Fidelity of the intervention will be monitored and documented (attendance and delivery of intervention).
- Progress will be monitored weekly.

Note: School-based problem-solving teams in collaboration with appropriate district level personnel will determine placement and resources for those 11th and 12th grade students who still demonstrate a reading deficiency.

Curriculum:

The curriculum resource that our district will use as a Supplemental Intervention Reading program is Achieve 3000. Other suggested intervention resources include SIPPS Plus, HMH ACCESS Newcomers, FCRR.org, FAIR Toolkit, Intervention Central, Easy CBM, Six-Minute Solutions, and Turn-It-In Revision Platform.