

Levy 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: Carol Jones

Contact Email: Carol.Jones@levyk12.org

Contact Telephone: 352-486-5231

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.**

	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	40.6	44	41.8	46	43	47	48

	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	47	52	47	53	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	*	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	25	22	26	20	25	19	17
White/Hispanic	7	6	14	8	7	5	4
Economically Disadvantaged/Non-Economically Disadvantaged	13	12	16	11	24	10	8
Students with Disabilities/Students without Disabilities	32	30	34	27	32	24	21
English Language Learners/ Non-English Language Learners	21	19	17	16	16	15	14

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

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

The allocation will support the funding of Reading Coaches, Professional Development Aligned to our Reading goals, support for informational text, and classroom resources necessary for UDL and professional development to occur. Reading Coaches are assigned to each school and work with all teachers but specifically with teachers that are new, in transition, struggling, or have been assigned to them by the principal. Coaches provide modeling and planning with new teachers and general support in all areas for new teachers. Coaches reflect on the student data from the classes they are working in and provide feedback to the teachers on the data and strategies to improve student reading data. Professional development is on-going and designed to be side by side once the initial training has taken place. Reading Coaches provide the side by side coaching and also help teachers design lesson plans and incorporate the lessons learned during Professional development. The expectation is that the allocation will show a direct impact on student performance. The Coaching cadre, along with the district literacy coordinator and Title 1 coordinator will review progress monitoring data monthly to evaluate the impact of coaching work and professional development.

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?

Primarily the District Literacy Coordinator, Title 1 Coordinator and the ELL Coordinator. However, the entire District Instructional Team plays a role in collecting and reviewing data at their assigned schools.

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 will include: K-8 iReady, K-5 Phonics data, 9-10 and Retake FAIR data, 6-10 Write Score, All grade level students enrolled in Rosetta Stone or Reading Assistant, Secondary student data for READ 180 or Achieve 3000, K-8 Core Connections sample writing data, K-12 ACCESS for ELL 2.0 data, and for students on ACCESS Points we will collect and review the Progress Monitoring data from the Unique Learning Systems Curriculum. For 2018-2019 the District will provide end of nine weeks Standards Based Assessments for grades 3-10 as an additional tool to monitoring standards mastery. Progress Monitoring Data will be collected and is documented via district forms that are designed around a four part problem solving process: problem identification, problem analysis, intervention design and implementations, and response to instruction/intervention. The data is reviewed at the monthly principal meetings. The district monitors fidelity of implementation through district and principal (or designee) walk through and/ or observations (formal and informal) . Principals or their designee are at the problem solving team meetings.

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

Data will be reviewed in depth quarterly by the instructional team. Members of the district team are assigned to specific content areas so each member of the team will collect the data for their assigned area (For example: The ESOL coordinator will collect ELL data to share with the district instructional team, the Literacy Coordinator will collect overall ELA data for secondary, the Title 1 Coordinator will collect ELA data and subgroup data for elementary ELA, At the monthly principals meeting school level data will be discussed to problem solve areas of need to determine action steps for improvement.

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

The District MTSS team made up of The Director of ESE and Student Services, The Coordinator of ESE/504, the Coordinator of Title 1, Assistant Superintendent. A member of the District MTSS team meets with individual school teams to ensure that the process is in place for appropriate progress monitoring. Academic progress monitoring tools used to monitor student response to intervention in reading and math in the core curriculum and receiving targeted (Tier 2) interventions include: i-Ready and curriculum-based measures. At this level, progress is monitored every 20-30 days. For students receiving individualized, intensive (Tier 3) academic supports, progress monitoring tools include iReady and tools that are individually designed and based upon the intervention need. Progress is monitored every 5-10 days for students receiving intensive 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 District Instructional Team-- each team member is assigned to a content area and will monitor instruction through the review of data and through classroom walk-through conducted with school principals.

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

Lesson plans , progress monitoring data, student work samples, curriculum maps

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

Quarterly, through shared Google Drive Folders from individual schools.

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 Assistant Superintendent of Curriculum will ensure the use of state adopted materials and support schools in using their allocations to ensure various mediums are purchased for students access to informational text. District Literacy Coordinator and Title 1 Coordinator will work with Reading Coaches to provide professional development on incorporation of different mediums into the classroom.

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?

District Literacy Coordinator and Title 1 Coordinator will work with Reading Coaches to provide professional development and resources to help classrooms develop classroom libraries, including digital, for informational text. The district, using blended funds from K-12 Reading, ESE, Title 1, and Title III has purchased a license for Snap and Read and Co-Writer for all schools, these software tools assist students in accessing informational text in a comprehensible format. The district is also in the process of providing Chromebooks for all students which will enable students to access information and engage in students work using numerous mediums. FDLRS will continue to provide training for all Reading Coaches and school staff, as requested by the school principal, using technology tools for delivering instruction and for student choice. Project Stellar will assist our Pre-K classrooms with touch screen Chromebooks making access to information text through a new medium.

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 Instructional Team in partnership with FDLRS will continue to provide professional development. District administrators will review classroom walk-through data, which includes UDL "look for" components, to determine use of UDL practices. Through collaboration with our ESE/Student Services Department FDLRS will provide more explicit training at four our schools and each school will send a representative to participate in a UDL cadre, that will meet quarterly, in the 2018-2019 school year. Reading Coaches provide additional training and follow-up to District training on UDL. Three instructional leaders will be attending the summer Literacy Workshop sponsored by Just Read regarding UDL and dyslexia and will return in August to implement the training sessions learned at the Literacy Workshop.

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

Lesson plans, Classroom Walk-through data, Problem Solving data

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

Quarterly

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?**

Marla Hiers, Personnel Director

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

6,000.00

- 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?

Marla Hiers, Personnel Director

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

The cost is shared between Research-Based Reading Allocation and our Title Funds. Some cost are supported through FDLRS

Reading/Literacy Coaches

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

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

Reading Coaches must be certified teachers with a Reading Endorsement and an evaluation of “Effective” or “Highly Effective”.

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

All of our schools have at least one Reading Coach

- 3. Were these schools identified to have the greatest need based on a review of student achievement data? If not, please explain why reading/literacy coaches were placed at these schools.**

Data and student enrollment is used to determine placement of coaches and number of coaches assigned to a school.

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

- Elementary:3.2
- Middle:1.8
- High:1

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

Student performance data is used, along with observational data collected by the school principal.

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

300,965.47

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?**

No Reading Intervention teachers will be paid for out of the Research-Based Reading Instruction Allocation.

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

N/A

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

- Elementary:0
- Middle:0
- High:0

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

NA

- 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.:**

Achieve 3000, Scholastic Magazines for Intervention Class for supplemental reading support, phonics materials from Discovery Intensive Phonics and Wilson Language, READ 180, headphones for READ 180, Reading Assistant, Snap and Read, Core Connections Writing Training,

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

14,037.53

- 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.**

Blended with Research-Based Reading Instruction Allocation, Title 1 and IDEA

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:** Carol Jones
2. **Email Address:** Carol.Jones@levyk12.org
3. **Phone Number:** 352-486-5231
4. **Please list the schools which will host a SRC:**

Bronson Elementary, Chiefland Elementary, Williston Elementary. Students from Cedar Key School and Yankeetown School scoring Level 1 will attend Summer Reading Camp at one of the listed schools.

5. **Provide the following information regarding the length of your district SRC:**
 - a. **Start Date:** June 11, 2018
 - b. **Which days of the week is SRC offered:** Monday, Tuesday, Wednesday, Thursday for Bronson Elementary School and Chiefland Elementary School and Monday, Tuesday, Wednesday for Williston Elementary School.
 - c. **Number of instructional hours per day in reading:** 4 hours, including 30 minutes for lunch. One School, Williston Elementary will 5 hours per day for three days a week instead of 4 days a week in order to allow the students to transition into a full day community camp. Students will attend summer reading camp until 1:45 then transition into the summer camp, this will make it easier for parents and provide students with enrichment on Thursday and Friday.
 - d. **End Date:** July 19, 2018
 - e. **Total number of instructional hours of reading:** 3
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)?**

Depending on enrollment slots will be made available for other students with a focus on students that were promoted with Good Cause and low performing 2nd graders based on iReady data.

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

iReady Data

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	11,000.00
District expenditures on reading coaches	300,965.47
District expenditures on intervention teachers	0
District expenditures on supplemental materials or interventions	14,037.53
District expenditures on professional development	6,000.00
District expenditures on summer reading camps	3,000.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	335,003.00
Amount of district research-based reading instruction allocation for 2018-2019	335,003.00

APPENDIX A

Workshop Title *K-12 Reading Grant- Team Planning*

Component Name: _____ Component Number: _____

Contact Person: *Carol Jones* Email: *Carol.Jones@levy.k12.org* Phone: _____

Dates/Times: *4/3/18 8:00-9:30am.* Location: *Conference Room A*

Print Participant Name	Participant Signature	Last 4 of SSN	School	Subsequent Dates w/ Participant Initials	Follow Up	Total Points
1. <i>Carol Jones - Literacy</i>	<i>Carol Jones</i>	<i>6804</i>	<i>District</i>			
2. <i>Valerie Anderson - ESOL</i>	<i>Valerie Anderson</i>	<i>6744</i>	<i>District</i>			
3. <i>Chloe Gabriel - Title</i>	<i>Chloe Gabriel</i>	<i>1822</i>	<i>District</i>			
4. <i>D. Hall - ESE</i>	<i>D. Hall</i>	<i>5981</i>	<i>District</i>			
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Facilitator Signature: _____ Date: _____

K-12 Reading Grant Planning Meeting
Agenda
April 3, 2018
8:00 a.m.-9:30
Conference Room A

- I. Welcome
- II. Old Business
 - A. Current Curriculum
 - B. Recent PD
- III. K-12 Reading Grant Template
 - A. Work through the Template Questions
 - B. Next Step
- IV. Announcements

Summer Literacy Institute, July 10-12, 2018

Principal review at next Principals Meeting on April 4th



Coaches Work Meeting -
beginning of year -
have coaches create
SWD group +
ELL group
Do after 1st Diagnostic -
pay them hourly wages
after hours.



Carol Jones <carol.jones@levyk12.org>

Re: Available on Tuesday, April 3rd

1 message

Dr. Rosalind Hall <rosalind.hall@levyk12.org>
To: Valerie Boughanem <valerie.boughanem@levyk12.org>
Cc: Carol Jones <carol.jones@levyk12.org>

Sun, Mar 25, 2018 at 1:28 PM

Beautiful! We are available! 8:00 am on Tuesday, April 3rd, works for me!
Carol, where are we meeting?

Thanks!

Dr. Rosalind Hall 
Director of ESE and Student Services
Past President, Florida CASE
Levy County School Board
350 School Street
Bronson, FL. 32621
Office (352) 486-5240
Fax (352) 486-5242

On Mar 21, 2018 10:47 AM, "Valerie Boughanem" <valerie.boughanem@levyk12.org> wrote:
I can meet on the 3rd. I have customer service training on the 4th.
Valerie

On Wed, Mar 21, 2018 at 10:26 AM, Carol Jones <carol.jones@levyk12.org> wrote:
Are either of you available on April 3rd to meet for about one hour with a reading coach or two to discuss the K-12 Reading Plan components? That is the day of the customer relations training.

Right now I would do morning or afternoon? 8:00 a.m. or ???

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Carol Jones, CTE/Literacy Coordinator
School Board of [Levy County](#)
[480 Marshburn Drive](#)
Bronson, FL. 32621
352-486-5231

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***Valerie Boughanem, Coordinator
ESOL / Testing / World Languages
School Board of Levy County
480 Marshburn Drive
Bronson, FL 32621
352-486-5231
Fax: 352-486-5237***

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;

Levy County Assessment/Curriculum Decision Tree, Grades K-2

Immediate intensive intervention will be provided (according to need) 30 minutes a day beyond the 90-minute reading block, three-five days a week. Students scoring in Profile 1 on iReady will be considered as students with a substantial reading deficiency and will receive 60 minutes beyond the 90 minutes reading block of intervention. The intervention will be provided in a small group setting with 3-6 students or through one-on-one tutoring. Specific reading intervention delivered with fidelity and intensity (time/group size), will be adjusted based on student data. These decisions will be made in Tier 2 problem solving meetings. *If it is determined that a student needs more support outside of the reading block parents will be notified of what interventions will be provided. Administration and teachers will also work with parents to gather input on how to support the student.*

Assessment	If	Then	Materials/Activities/Strategies
<p>Kindergarten: FLKRS-STAR Early Literacy</p> <p>K Standards Based Report Card Letters/Sounds</p> <p>i-Ready Diagnostic/Progress Monitoring 3X a year:</p> <p>Kindergarten: i-Ready Diagnostic</p> <p>Baseline – Aug13- Sept 7, 2018 Mid-Year – Jan 10- Feb 1, 2019 End of Year May 1-May 30, 2019</p>	<p>FLKRS - STAR Early Literacy</p> <p>Scale score 497-529 438-496 437 and below</p> <p>>50%Letters/Sounds <50% Letter Names —</p> <p>Profiles below are determined by i-Ready:</p> <p>Profile 5: On level phonics with comprehension on or above level. Profile 4: On level phonics, with larger vocabulary but low comprehension. Profile 3: On level phonics with limited vocabulary and low comprehension. Profile 2: Below level phonics with larger vocabulary. Profile 1: Below level phonics with limited vocabulary.— These students will be consider as having a substantial reading deficiency and will</p>	<p>*Students who are considered to be below level or at risk based on the Kindergarten Readiness Screener, (those scoring 437 or lower) will be targeted for tier 2 intervention supports. Students scoring below 437 on the Kindergarten Readiness Screener will also take the iReady diagnostic to determine intervention needs (phonemic awareness, phonics, vocabulary) Parents will be notified by the kindergarten teacher if their child scores below level and will be provided resources to help their child at home. Students scoring 438 and above will receive Core Instruction and will be monitored through-out the year using i-Ready and the Kindergarten Report Card. We will also use our KG Progress monitoring tool, i-Ready, and other classroom assessments to ensure we are working with students who need support immediately. Classroom teachers will send home reports and resources to parents if their child is performing below grade level. Data will be monitored by the school Problem Solving Team.</p> <p>Profile 5 Phonics: Teach decoding of more complex sound-spelling patterns, decoding of two-syllable words. Vocabulary: Teach academic vocabulary, meaningful word parts, and play with words. Profile 4 Phonics: Review letter recognition. Teach letter-sound correspondence, decoding sound spelling patterns, Comprehension: Use read alouds to teach a variety of comprehension and vocabulary strategies. Profile 3</p>	<p>Phonological Awareness Programs: Discovery, Wilson, Pearson Reading Street, i-Ready Instruction Activities: Identify initial, final, and medial sounds. • Count and blend syllables in spoken words. • Isolate initial, final, and medial sounds. • Blend individual sounds to form a word. • Add initial and final sounds. • Delete initial and final sounds. • Substitute initial, final, and medial sounds. • Segment words by sounds. Strategies/Resources: Florida Reading Initiative (FRI) strategies, FCRR activities/strategies, keyword substitution, clapping/tapping, picture flashcards, identify/generate rhyme, alliteration, sentence segmentation activities, phoneme manipulation, phoneme blending and segmentation, Elkonin boxes, word play</p> <p>Phonics Programs: Discovery, Pearson Reading Street, Great Leaps, i-Ready Instruction Activities: K-basic one-to-one letter-sound correspondences for consonants • short vowel sounds for the five major vowels: a, e, i, o, u • VC and CVC words with short vowel sounds 1st/2nd-one-syllable words beginning with blends, such as l-blends (clap, flip), r-blends (frog, drum), and two- and three-letter s-blends (snap, string) • VCC words and CVCC words beginning with an initial continuous sound and ending with either a stop or a continuous sound (end, its, sack, fill) • CVCC words beginning with an initial stop sound and ending with a consonant blend (past, bent) • consonant digraphs at the beginning of a word (th, sh, ch, wh) and at the end of a word (th, sh, ch, ck, ng, nk) • r-controlled vowels (ar, er, ir, or, ur) • long vowel digraphs, such as ai, ay, ee, ea, igh, oa, ow (grow), and ew (few). • digraphs and diphthongs, including oo (moon), ew (blew), oo (foot), ou (out), ou (young), ow (cow), oy (boy), oi (oil), ie (field), aw (law), and au (author) • words with the inflectional endings -es, -ies, -ed, and -ing, with and without spelling changes</p> <p>Strategies/resources: FRI, Orton-Gillingham methods, daily small group differentiated intervention targeted to meet student's instructional needs, multi-sensory, FCRR activities, Making Words, Letter/word recognition games, spelling patterns, word sorting, word puzzles, prefix/suffix/root word lessons, inflectional endings, making words lessons, Elkonin boxes</p> <p>Fluency Programs: Pearson Reading Street, Read Naturally, Great Leaps, Quick Reads, Reading Assistant</p>

	<p>receive 30 minutes of intervention daily in phonemic awareness, phonics, and vocabulary.</p>	<p>Vocabulary: Focus on oral language, use read alouds to increase vocabulary, and teach high utility academic language. Comprehension: Use read alouds to teach a variety of comprehension and vocabulary strategies. Profile 2 Phonological Awareness: Provide practice in phonological awareness tasks. Phonics: Teach letter recognition, letter sound correspondence, and decoding simple sound spelling patterns. Comprehension: Use read alouds to teach a variety of comprehension and vocabulary strategies. Profile 1 Phonological Awareness: Provide practice in phonological awareness tasks. Phonics: Teach letter recognition, letter sound correspondence, and decoding simple sound spelling patterns (VC & CVC). Comprehension: Focus on oral language using read alouds to teach a variety of comprehension strategies. Teach high-utility academic language.</p>	<p>Activities: FCRR activities, phrase-cued reading • choral reading • partner reading • reader’s theater • echo reading. Repeated readings, sight word practice, reader’s theater, partner reading, choral reading, chunking, teacher oral reading, listening center, home reading, Strategies: FRI, Close Reading, Vocabulary/Oral Language Programs: Pearson Reading Street, Guided Reading, Text Talk, Words Their Way, Rosetta Stone, i-Ready Instruction Activities: K/1st: Explicitly teach story or concept vocabulary, incorporate brief, playful oral-language experiences. • Use poems, songs, and rhymes. Children remember and repeat them. • Provide plenty of word play. Meaningful rhymes, riddles, and tongue twisters are all good options. • Engage in meaningful conversations with children throughout the day. Scaffold oral language development by rephrasing and elaborating on students’ speech. • Provide practice by inviting children to rephrase or restate directions, announcements, passages in stories, and so on. 1st: Teach multipurpose words that are useful for many academic tasks such as among, choice, combine, even, expect, improve, organize, previous, report, and review. • Remember that in order to learn a new word, children need to read, hear, and use the word multiple times in different contexts. 2nd: Extend children’s word knowledge of general academic vocabulary. • Teach multipurpose words such as category, conclude, effect, exception, express, feature, general, opinion, overall, and utmost. Strategies: FRI, CRISS, Readers Theater, FCRR activities, Tell/retell stories, semantic maps, language play, vocabulary map, wide reading, word study, previewing, content word wall, text talks, Graphic Organizers for Words in Context, Academic Vocabulary Cards, Word Sorts, Word Webs</p>
<p>1st Grade: i-Ready Diagnostic Baseline – Aug13- Sept 7, 2018 Mid-Year – Jan 10- Feb 1, 2019 End of Year May 1-May 30, 2019</p>	<p>Profile 5: On level phonics with comprehension on or above level. Profile 4: On level phonics, with larger vocabulary but low comprehension. Profile 3: On level phonics with limited vocabulary and low comprehension. Profile 2: Below level phonics with larger vocabulary. Profile 1: Below level phonics with limited vocabulary. These students will be consider as having a substantial reading deficiency and will receive 30 minutes</p>	<p>Profile 5 Vocabulary: Teach academic vocabulary, meaningful word parts, and play with words. Comprehension: Model close reading and promote wide reading. Profile 4 Phonics: Practice decoding common sound-spelling patterns and teach decoding more complex sound-spelling patterns. Provide fluency practice with repeated readings. Comprehension: Use read alouds to teach a variety of comprehension and vocabulary strategies. Profile 3 Vocabulary: Focus on oral language, use read alouds to increase vocabulary, and teach high utility academic language. Comprehension: Use read alouds to teach a variety of comprehension and vocabulary strategies. Profile 2</p>	<p>Comprehension Programs: i-Ready Instruction, Pearson Reading Street, McMillan/McGraw-Hill Triumphs, Voyager, Guided Reading, Primary Comprehension Toolkit, Reading Assistant, Rosetta Stone Activities: Model close reading during read-alouds. Then have children do close readings of texts read independently. Offer these prompts: • Read the text several times. • Determine the meaning of any unfamiliar words. Use a dictionary or ask someone. • Think about the structure. FCRR activities, Narrative/expository text, strategy instruction, wide reading, scaffolded questioning, Core Connections Writing, before/during/after reading activities, retelling, read alouds, think alouds, graphic organizers, summarizing, DBQ, Strategies: FRI, Modified CIS, Close Reading, Reciprocal Teaching, Deconstructing Text</p>

	<p>of intervention daily in phonemic awareness, phonics, and vocabulary.</p>	<p>Phonological Awareness: Provide practice and instruction in phonological awareness tasks. Phonics: Review letter recognition, teach letter sound correspondence, and decoding sound spelling patterns. Comprehension: Use read alouds to teach a variety of comprehension and vocabulary strategies. Profile 1 Phonological Awareness: Provide practice and instruction in phonological awareness tasks. Phonics: Review letter recognition, teach letter sound correspondence, and teach decoding sound spelling patterns (VC, CVC, CVCC, CVCe). Vocabulary: Focus on oral vocabulary. Use read alouds to increase student vocabulary. Teach high utility academic vocabulary.</p>	
<p>2nd: i-Ready</p> <p>i-Ready Diagnostic Baseline – Aug13- Sept 7, 2018 Mid-Year – Jan 10- Feb 1, 2019 End of Year May 1-May 30, 2019</p>	<p>Profile 5: On level phonics with comprehension on or above level. Profile 4: On level phonics, with larger vocabulary but low comprehension. Profile 3: On level phonics with limited vocabulary and low comprehension. Profile 2: Below level phonics with larger vocabulary. Profile 1: Below level phonics with limited vocabulary. These students will be consider as having a substantial reading deficiency and will receive 30 minutes of intervention daily in phonemic awareness, phonics, vocabulary and fluency.</p>	<p>Profile 5 Vocabulary: Deepen knowledge of academic language, introduce meaningful word parts, and play with words. Comprehension: Teach close reading and encourage extensive reading. Profile 4 From Phonics to Fluency : Focus on repeated oral readings. Use fluency building approaches: phrase-cued reading • choral reading • partner reading • reader’s theater • echo reading. Comprehension: Teach a variety of comprehension strategies (activating prior knowledge, predicting, questioning, monitoring and clarifying, drawing inferences, and summarizing. Teach text structure. Use read alouds to promote discourse to support higher-order thinking and making connections across texts. Profile 3 Vocabulary: Use read alouds to increase vocabulary, teach high utility academic language and teach meaningful word parts. Comprehension: Teach a variety of comprehension strategies and teach text structure. Use read alouds to promote discussion and higher order thinking skills. Profile 2 Phonics: Review decoding common sound-spelling patterns, teach decoding more complex sound spelling patterns and provide fluency practice Comprehension: Teach a variety of comprehension strategies and text structure. Use read alouds to promote discussion and higher order thinking. Profile 1</p>	

<p>End of Year May 1-May 30, 2019</p>	<p>Provide on level phonics instruction (grade 3 only) and above level vocabulary and comprehension instruction.</p> <p>Profile 4: Provide on level phonics instruction (grade 3 only). Monitor and assist vocabulary with scaffolding. Intensify comprehension instruction.</p> <p>Profile 3: Provide on level phonics instruction (grade 3 only). Intensify vocabulary and comprehension instruction.</p> <p>Profile 2: Provide intensified instruction in phonics and comprehension. Monitor and assist vocabulary with scaffolding.</p> <p>Profile 1: These students will be considered as having a substantial reading deficiency. Students will be provided intensified instruction in phonics, vocabulary, and comprehension. For students scoring into Profile 1 on iReady parent notification will be handled by each school grade level teacher and will be monitored through the problem solving team.</p>	<p>Profile 5 : Vocabulary: Deepen knowledge of academic language, introduce meaningful word parts, and play with words. Comprehension: Teach close reading and encourage extensive reading.</p> <p>Profile 4: From Phonics to Fluency : Focus on repeated oral readings. Use fluency building approaches: phrase-cued reading • choral reading • partner reading • reader’s theater • echo reading. Comprehension: Teach a variety of comprehension strategies (activating prior knowledge, predicting, questioning, monitoring and clarifying, drawing inferences, and summarizing. Teach text structure. Use read alouds to promote discourse to support higher-order thinking and making connections across texts.</p> <p>Profile 3 Vocabulary: Use read alouds to increase vocabulary, teach high utility academic language and teach meaningful word parts. Comprehension: Teach a variety of comprehension strategies and teach text structure. Use read alouds to promote discussion and higher order thinking skills.</p> <p>Profile 2 Phonics: Review decoding common sound-spelling patterns, teach decoding more complex sound spelling patterns and provide fluency practice Comprehension: Teach a variety of comprehension strategies and text structure. Use read alouds to promote discussion and higher order thinking.</p> <p>Profile 1: Phonics: Review decoding common sound-spelling patterns, teach decoding more complex sound spelling patterns and provide fluency practice Vocabulary: Use read alouds to increase student vocabulary. Teach meaningful word parts and high utility academic language.</p>	<p>Graphic Organizers for Words in Context, Academic Vocabulary Cards, Word Sorts, Word Webs</p> <p>Comprehension Programs: i-Ready Instruction, Pearson Reading Street, McMillan/McGraw-Hill Triumphs, Voyager, Guided Reading, Primary Comprehension Toolkit, Reading Assistant, Rosetta Stone Activities: Model close reading during read-alouds. Then have children do close readings of texts read independently. Offer these prompts: • Read the text several times. • Determine the meaning of any unfamiliar words. Use a dictionary or ask someone. • Think about the structure. FCRR activities, Narrative/expository text, strategy instruction, wide reading, scaffolded questioning, Core Connections Writing, before/during/after reading activities, retelling, read alouds, think alouds, graphic organizers, summarizing, DBQ, Strategies: FRI, Modified CIS, Close Reading, Reciprocal Teaching, Deconstructing Text</p>
<p>Progress not demonstrated with immediate intensive intervention Refer to Problem Solving/Response to Intervention Team and revise intervention plan</p>			

Levy County
 Assessment/Curriculum Decision Tree
 for Reading Improvement Grades 6-8

Screening Assessments	Dates	IF	THEN	Interventions and Materials				
2018 FSA & iReady	June 2017 Progress Monitoring Assessment (iReady) : All 6-8 students <i>i-Ready Diagnostic Baseline</i> – Aug13-Sept 7, 2018 Mid-Year Jan 10-Feb 1, 2019 End of Year May 1-May 30, 2019	Student scores Level 1 or Level 2 on FSA And/ or Scores 2 Years below grade level on iReady (Red)	Place into the appropriate reading class using district placement guidelines. Parents will receive FSA reports with final report card. Letters regarding intervention will also be attached to the report card. Progress Monitor and provide interventions based on student diagnostic data. Students with decoding issues will receive explicit instruction in phonics and vocabulary using the lessons provided in iReady (letter-sound correspondences, blending, segmenting). Level 2 students will receive explicit instruction on vocabulary (syntax,	Intensive Reading Courses Middle School <table border="1" data-bbox="1266 483 1606 938"> <thead> <tr> <th data-bbox="1266 483 1430 592">A. Intensive Reading (one period)</th> <th data-bbox="1430 483 1606 592">B. Core ELA instruction only</th> </tr> </thead> <tbody> <tr> <td data-bbox="1266 592 1430 938"> Read 180 and Supportive text instruction using READY books from iReady. </td> <td data-bbox="1430 592 1606 938"> Spring Board </td> </tr> </tbody> </table> <p>Match letters to intervention column:</p> <p>A. FSA Level 1 or 2 and/or iReady scale score (RED or Yellow) indicating scoring below grade level. Two years of state data indicating a score of Level 1 Recommendation of School Level Problem Solving Team.</p> <p><i>Fluency</i> will be evaluated on students scoring two grade levels below in Phonological Awareness and Phonics & Word Recognition on the iReady Diagnostic. In addition the Reading Coach or designated teacher shall do a timed fluency reading of grade level text to make a final determination of fluency. Students that are disfluent must be placed in an Intensive Reading Class unless the Problem Solving Team or IEP team determines that that placement is not appropriate.</p> <p>B. FSA Level 3 and above</p>	A. Intensive Reading (one period)	B. Core ELA instruction only	Read 180 and Supportive text instruction using READY books from iReady.	Spring Board
A. Intensive Reading (one period)	B. Core ELA instruction only							
Read 180 and Supportive text instruction using READY books from iReady.	Spring Board							

			<p>prefixes, suffixes,) figurative language or “sayings and phrases”, fluency and comprehension (close reading, grammar, writing). Teachers will use the lessons from iReady and group students into small groups based on their skill deficit. Level 1 students will receive intensive interventions aimed at addressing the foundation skills in a Reading Intervention class. Teachers will use iReady lessons and READ180 lessons to develop individual intensive reading plans for Level 1 students. Review student progress monitoring data at the end of each nine weeks to modify intervention plans. Students not responding to intervention will be evaluated for new placement, more explicit instruction with a smaller teacher to student ratio.</p>	
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			<p>Students that are English Language Learners or students with disabilities will be provided instruction and support with Rosetta Stone and Reading Assistant. Adaptive support will be available through Snap and Read.</p>	
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Levy County
 Assessment/Curriculum Decision Tree
 for Reading Improvement Grades 9-12

Screening Assessments	Dates	IF	THEN	Interventions and Materials				
<p>2018 FSA</p> <p>F.A.I.R AP 1 Day 2-40 for all 9th & 10th graders and 11th and 12th grade Retake students August 13-October 5, 2018</p> <p>AP 2 Day 66-100 for all 9th & 10th graders and 11th and 12th grade Retake students November 15.- Jan. 30, 2019</p> <p>AP 3 Day 116-170 Feb. 25 – May 21, 2019 for all 9th & 10th graders and 11th and 12th grade Retake students</p>	<p>June 2017</p>	<p>Student scores Level 1 or Level 2 on FSA and/or students scoring in the Red on FAIR</p>	<p>Place into the appropriate reading class using district placement guidelines. Parents will receive FSA reports with final report card. Letters regarding intervention will also be attached to the report card.</p> <p>Students that score a Level 1 will be placed in Reading Intervention and will receive explicit instruction with foundation skills. Teachers will use READ 180, Achieve 3000, and Standards Mastery for curriculum support. Small group instruction will be provided and push in support from the Reading Coach. The Intensive Reading teacher and the Reading</p>	<p>Intensive Reading Courses</p> <table border="1" data-bbox="1186 446 1619 862"> <thead> <tr> <th data-bbox="1186 479 1402 553">A. Intensive Reading (one period)</th> <th data-bbox="1402 479 1619 527">B. Core ELA Classes</th> </tr> </thead> <tbody> <tr> <td data-bbox="1186 581 1402 829"> Read 180 for grades 9 & 10 and Achieve 3000 for grades 11 & 12. Supportive Text Instruction, Khan Academy, </td> <td data-bbox="1402 553 1619 581"> SpringBoard </td> </tr> </tbody> </table> <p>Match letters to intervention column:</p> <p>A. FSA Level 1 or 2; or iReady or FAIR scale score (RED) indicating scoring below grade level; or Two years of state data indicating a score of Level 1 and/or Recommendation of School Level Problem Solving Team.</p> <p><i>Fluency</i> will be evaluated on students scoring in the RED on FAIR AP3 in Word Recognition Task (WRT) and Vocabulary Knowledge Task (VKT) In addition the Reading Coach or designated teacher shall do a timed fluency reading of grade level text to make a final determination of fluency. Students that are disfluent must be placed in an Intensive Reading Class unless the Problem Solving Team or IEP team determines that that placement in not appropriate.</p> <p>B. FSA Level 3 and above; possibly students scoring a high level 2 (within 5 points of a level 3) with appropriate data for support (FAIR scores).</p> <p>For all grades 6-11, in the event we do not have FSA scores when school begins, we will make placement decisions based on three years of state</p>	A. Intensive Reading (one period)	B. Core ELA Classes	Read 180 for grades 9 & 10 and Achieve 3000 for grades 11 & 12. Supportive Text Instruction, Khan Academy,	SpringBoard
A. Intensive Reading (one period)	B. Core ELA Classes							
Read 180 for grades 9 & 10 and Achieve 3000 for grades 11 & 12. Supportive Text Instruction, Khan Academy,	SpringBoard							

		<p>Coach will work together to create targeted lessons for our Level 1 students. These lessons will be designed to focus on the foundation skills (phonemic awareness if needed, phonics, and vocabulary).</p> <p>Students will participate in data chats with their teacher and or reading coach in an effort to inform the student of their areas of strength and weaknesses in an effort to increase student awareness of the work that must be completed to close the achievement gap.</p> <p>Students scoring in the yellow or scoring a Level 2 will be provided support through Core Instruction in Vocabulary, Fluency, and Comprehension. Khan Academy will be an available resource for students to use during Core Instruction</p>	<p>performance data, recent FAIR data, and recommendation of the Problem Solving Team. Intervention classes will be capped between 18-20.</p>
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			<p>time and outside of the school day. The data chats will help students determine where they should focus their out of school focus.</p> <p>Progress Monitor and provide interventions based on student diagnostic data. Review student progress monitoring data at the end of each nine weeks to modify intervention plans.</p> <p>Students that are English Language Learners or students with disabilities will be provided instruction and support with Rosetta Stone and Reading Assistant. Adaptive support will be available through Snap and Read.</p> <p>Seniors with possible state testing waivers will have a portfolio of document intervention on state standards.</p>	
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Materials/Activities Chart
Grades 6-12

<u>PROGRAMS/MATERIALS</u>	<u>ACTIVITIES</u>	<u>REFERENCES</u>
PHONOLOGICAL AWARENESS	Letter-sound recognition practice/matching Sounds and letters, write for sound, work in Small groups with beginning and ending sounds Rhyming words, silent letters, segmentation of words Into individual sounds	Adolescent Literacy National Reading Panel
PHONICS	Teach phonics in content, LIPS, use high interest Low readability texts, poetry and songs, identifying Word parts. Use the iReady Curriculum, Multi-syllabic words, focus on academic words	Adolescent Literacy iReady
FLUENCY	Read aloud practice, teacher modeling, record Novels for students to listen to first before they Read out loud, Read 180	Dr. Timothy Rasinski

VOCABULARY

Word Families, Linear Arrays, iReady,
Read 180, Achieve 3000, Khan Academy

Dr. Janet Allen,
Florida Center for Reading
Research

COMPREHENSION

Before and During Reading Activities, Making
Connections, Text Structure Instruction, Graphic
Organizers, Summarization, FRI Strategies,
iReady, Read 180, Achieve 3000, Khan Academy

Florida Center for Reading
Research, National Reading
Panel