

Levy 2019-20 K-12 Comprehensive Research-Based Reading Plan

Contact Information

The district contact should be the person ultimately responsible for the plan. This person will be FDOE’s contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district.

District Contact: 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, 2016-2017 and 2017-2018 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

| Performance Goals | 2015-2016 Actual | 2016-2017 Goal | 2016-2017 Actual | 2017-2018 Goal | 2017-2018 Actual | 2018-2019 Goal | 2019-2020 Goal |
|--------------------------|---------------------|-------------------|---------------------|-------------------|---------------------|-------------------|-------------------|
| State Overall FSA-ELA | 52 | * | 54 | * | 56 | * | 58 |
| District Overall FSA-ELA | 42 | 44 | 42 | 46 | 43 | 47 | 48 |

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

| 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 |
|---|------------------|----------------|------------------|----------------|------------------|----------------|----------------|
| | | | | | | 19 | 17 |
| White/African American | 25 | 22 | 26 | 20 | 25 | | |
| White/Hispanic | 7 | 6 | 15 | 8 | 7 | 5 | 4 |
| Economically Disadvantaged/Non-Economically Disadvantaged | | | | | | 10 | 8 |
| Students with Disabilities/Students without Disabilities | | | | | | 24 | 21 |
| English Language Learners/ Non-English Language Learners | | | | | | 10 | 6 |
| | 21 | 26 | 17 | 23 | 16 | | |

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

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

The allocation will support the funding of Reading Coaches, Professional Development Aligned to our Reading goals, support for standards based lesson planning and assessment, and classroom resources necessary for UDL and Reading Endorsement coursework. 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. Reading Coaches at the elementary level are sitting with grade level teams to develop lesson plans and assessments aligned to the standards. Professional development on UDL, ELA standards, multisensory, and explicit teaching practices will be on-going and designed to be side by side once the initial training has taken place. 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-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. Standards will be monitored using the Standards Mastery component of i-Ready for grades 3-8. We will use this data to monitor overall proficiency, to monitor sub-groups performance, and for growth. 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, the Coordinator of Title Project, and the District Literacy Coordinator. A member of the District MTSS team meets with individual school teams to ensure that the process is in place for appropriate progress monitoring. This meeting may be at the individual school or may happen at the quarterly MTSS District Cadre Meeting. 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, Phonic Screening, 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, Classroom Walk-Through documentation, 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. As a separate attachment, please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has developed the plan along with: the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements, the district contact for Multi-Tiered Systems of Supports(MTSS), the district Management Information Systems (MIS) contact to ensure accurate data reporting, the district ELL contact, a school based principal and a teacher.

See Appendix A.

Research-Based Reading Instruction Allocation

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

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

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

Professional Development

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

- 1. Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the Professional Learning Catalog pursuant to 6A-5.071 F.A.C.?**

Marla Hiers, Personnel Director

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

5,000.00

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..**

Please list the course numbers from your district Professional Learning Catalog which cover this training.

2-100-001 Instructional Practices (we are hoping that there will be a new component number to capture Explicit and Multi-sensory in 2019-2010,

1-013-018 Competency 1: Instructional Foundations of Language and Reading

1-013-019 Competency 2: Applications of Research Based Instruction

1-013-020 Competency 3: Foundations of Assessments for Teachers and Principals

1-013-021 Competency 4: Foundations & Applications of Differentiated Instruction

1-013-022 Competency 5: Demonstration of Accomplished Practices in Reading (practicum)

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?**

Bronson Elementary, Chiefland Elementary School, Chiefland Middle High School, Joyce Bullock Elementary School, Yankeetown School, Williston Middle High School, and Cedar Key School have coaches that are partially funded by the Reading Instruction Allocation.

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

Student performance data for ELA 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:**

- a. **Elementary:2.5**
- b. **Middle:1.5**
- c. **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?**

307,949.00

Supports for Identification and Intervention of Students with Reading Deficiencies

Districts are required to submit Identification and Intervention Decision Trees which can be found in Appendix B.

Please answer the following questions regarding the use of the Research-Based Reading Instruction Allocation in support of the identification and intervention of students with reading deficiencies:

1. **Which schools will be provided reading intervention teachers to provide intensive interventions funded through the Research-Based Reading Instruction Allocation?**

None

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

N/A

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

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

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.:

READ 180, Wilson, Reading Horizons Discovery Intensive Phonics, 3rd Grade summer reading camp, Phonics Screeners

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

40,000

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.

Click here to enter text.

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:**

Broson Elementary School, Chiefland Elementary School, Williston Elementary School and possibly Cedar Key School and Yankeetown School, depending on their numbers.

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

- a. **Start Date:** June 10, 2019
- b. **Which days of the week is SRC offered:** Monday, Tuesday, Wednesday
- c. **Number of instructional hours per day in reading:**4.5
- d. **End Date:** July 17, 2019
- e. **Total number of instructional hours of reading:**76.5

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.?

We work hard to recruit teachers to work summer reading camp. Our first goal is to higher highly effective teachers, based on their evaluation.

7. What is the anticipated teacher/student ratio?

For 15 students there is one teacher and one aide.

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

Students promoted on Good Cause are encouraged to attend. If the camp is not full schools can target 2nd grade students and 3rd grade students scoring a Level 2.

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

Final assessment administered at the end of summer reading camp will be used to demonstrate growth.

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.

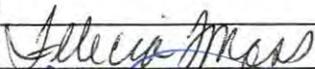
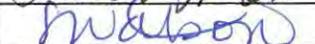
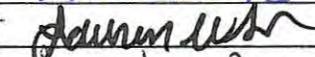
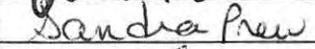
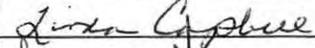
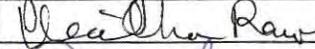
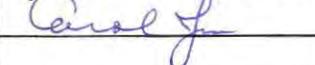
Budget Review

| | |
|--|---|
| Estimated proportional share distributed to district charter schools | 10,000 |
| District expenditures on reading coaches | 307,949.00 |
| District expenditures on intervention teachers | 0 |
| District expenditures on supplemental materials or interventions | 40,000 |
| District expenditures on professional development | 5,000 |
| District expenditures on summer reading camps | 3,000 |
| District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools | 0 |
| Flexible Categorical Spending | 0 |
| Sum of Expenditures | 365,949 |
| Amount of district research-based reading instruction allocation for 2019-2020 | Click here to enter text. |

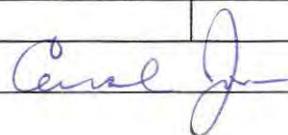
APPENDIX A

Professional Development Roster
Levy County School District

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|--|--|
| Workshop Title K-12 Reading Plan - Decision Tree Work | |
| Component Name: | Component Number: |
| Contact Person: Carol Jones | Email: Carol.Jones@levy.k12.org |
| Dates/Times: 3/20/19 8:00-3:30 | Phone: 352-486-5231 |
| Location: District Office Conference Room B | |

| Print Participant Name | Participant Signature | Last 4 of SSN | School | Subsequent Dates w/ Participant Initials | Follow Up | Total Points |
|------------------------|---|---------------|--------|---|--------------|-----------------|
| 1. Felecia Moss |  | 6681 | BES | gm | | |
| 2. Sandra Watson |  | 3634 | YTS | SW | | |
| 3. Lauren Whitehurst |  | 2880 | JBES | LW | | |
| 4. Sandra Prew |  | 3250 | DO | SP | | |
| 5. Linda Campbell |  | 4641 | CKS | LC | | |
| 6. Jenny Adkins |  | 4623 | WES | JA | | |
| 7. Heather Rawlins |  | 3937 | WES | HR | | |
| 8. Carol Jones |  | 6804 | DO | CJ | | |
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Facilitator Signature: _____



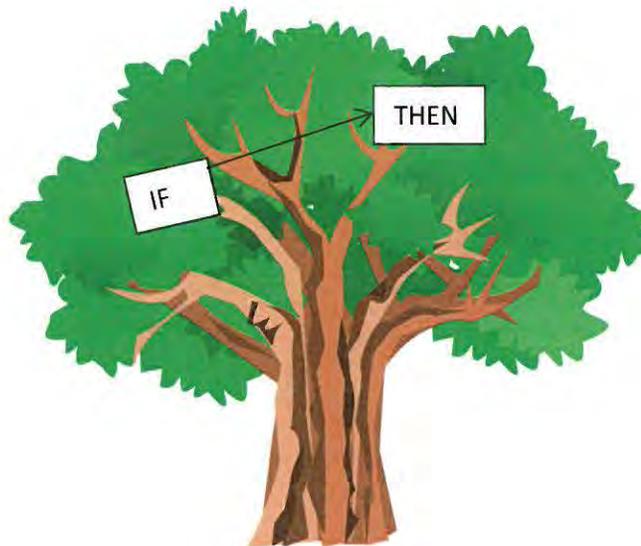
Date: _____

3/20/19

K-5 Decision Tree for K-12 Reading Plan
March 20, 2019
8:00-3:30
District Office, Conference Room B

- I. Welcome Carol Jones
- II. Setting High Expectations Jeff Edison, Superintendent
- III. Business
 - A. Review Decision Tree Draft from March 8th Reading Coach Meeting
 - B. Continue to work and complete the K-5 Decision Tree
 - C. Reflect on final document
- IV. Announcement

Decision Tree will be shared with the District Instruction Team and at the next Principals meeting.





To educate all students in a safe environment and to graduate them ready for college and career success.

Administrator Meeting
Williston Middle High School
Wednesday, April 24, 2019
8:00 - 1:00

| Topic | Notes |
|---|--|
| Principals & Assistant Principals | |
| Welcome and Opening BODLDP update <ul style="list-style-type: none"> • Data to use Guardian Plan School Counselor Concerns ESOL WMHS Attorney Letter | 8:00-8:30 Jeff Edison, John Lott, Dr. Hall |
| Strategic Plan | 8:30 - 9:15 Strategic Planning Teams |
| CNA -Problem Solving/Action Plan | 9:15 - 10:00 Administrator share-out |
| Dainelson Walk through Cadre Update | 10:00 - 10:30 Melissa Lewis |
| Image Storehouse Training | 10:30-11:15 Morgan Bennett |
| Break | 11:15-11:30 |
| Principals | |
| K-12 Reading Grant | 11:30 - 12:00 Carol Jones |
| St. Leo Partnership Binder | 12:00 - 12:20 Marla Hiers |
| District Documents Update -Extra Curricular Policy -Board Policies -Pupil Progression | 12:20 - 1:00 |
| *Elementary Admin only* Transportation -Sub bus drivers (PreK - K and special needs) | 1:00-1:20 Gary Masters |

Please Bring:
Laptop

Honoring the Past, Building the Future

Professional Development Roster
Levy County School District

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|-------------------------------------|-----------------------|-------------------|--|
| Workshop Title <u>Admin Meeting</u> | | Component Number: | |
| Component Name: | | Phone: | |
| Contact Person: <u>Lott</u> | Email: | Phone: | |
| Dates/Times: <u>4/24/19 8-1</u> | Location: <u>WMHS</u> | | |

| Print Participant Name | Participant Signature | Last 4 of SSN | School | Subsequent Dates w/ Participant Initials | Follow Up | Total Points |
|------------------------|---------------------------|---------------|--------|---|--------------|-----------------|
| 1. John Lott | <i>John Lott, Jr</i> | 4800 | DO | Asst. Principal | | |
| 2. Josh Jolley | <i>Josh Jolley</i> | 0680 | WMHS | Principal | | |
| 3. Hillary Cribbs | <i>Hillary Cribbs</i> | 2730 | WMHS | Principal | | |
| 4. Doree Hirst | <i>Doree Hirst</i> | 1909 | VIS | Principal | | |
| 5. Emily Horvath | <i>Emily Horvath</i> | 9301 | WES | | | |
| 6. Tom McCortney | <i>T. McCortney</i> | 2542 | BmHS | Principal | | |
| 7. Dee Westfall | <i>Dee Westfall</i> | 7305 | WMHS | | | |
| 8. MARIA Hines | <i>Maria Hines</i> | 7038 | DO | | | |
| 9. Dennis Field | <i>Dennis Field</i> | 4646 | DO | | | |
| 10. JEFF EDISON | <i>Jeff Edison</i> | 2178 | DO | Superintendent | | |
| 11. Cheryl Beauchamp | <i>Cheryl Beauchamp</i> | 6507 | BES | Principal | | |
| 12. Michael Homan | <i>Michael Homan</i> | 1200 | CES | Principal | | |
| 13. Salinda M. Wiggins | <i>Salinda M. Wiggins</i> | 1324 | CES | | | |
| 14. Barbara Rivers | <i>Barbara Rivers</i> | 2035 | DO | | | |
| 15. Kathryn Lawrence | <i>Kathryn Lawrence</i> | 0217 | CES | Principal | | |
| 16. Mickey Ebert | <i>Mickey Ebert</i> | 4710 | CMHS | | | |
| 17. Kimberly Bartley | <i>Kimberly Bartley</i> | 6715 | WWCS | Principal | | |
| 18. Cheryl Allen | <i>Cheryl Allen</i> | 0142 | BmHS | | | |
| 19. Valerie Bragdon | <i>Valerie Bragdon</i> | 6744 | DO | ELL | | |
| 20. | | | | | | |

Facilitator Signature: John Lott, Jr

Date: 4/24/19

Professional Development Roster
Levy County School District

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|-------------------------------------|-------------------|
| Workshop Title <u>Admin Meeting</u> | |
| Component Name: | Component Number: |
| Contact Person: <u>Lott</u> | Email: |
| Dates/Times: <u>4/24/19 8-1</u> | Phone: |
| Location: <u>WMMS</u> | |

| Print Participant Name | Participant Signature | Last 4 of SSN | School | Subsequent Dates w/ Participant Initials | | Follow Up | Total Points |
|------------------------|-----------------------|---------------|--------|---|--|--------------|-----------------|
| | | | | | | | |
| 1. Jaime Handlin | <i>Jaime Handlin</i> | 0970 | WES | Principal | | | |
| 2. Melissa Lewis | <i>Melissa Lewis</i> | 0380 | JBE | Principal | | | |
| 3. Lindsay Legler | <i>Lindsay Legler</i> | 8065 | JBE | | | | |
| 4. Holly Willis | <i>Holly Willis</i> | 2897 | BES | | | | |
| 5. Morgan Bennett | <i>Morgan Bennett</i> | 9447 | DO | MIS | | | |
| 6. Jennifer By | <i>Jennifer By</i> | 1951 | CMMS | | | | |
| 7. Carol Jones | <i>Carol Jones</i> | 6804 | DO | | | | |
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Facilitator Signature: John R. Lott, Jr.

Date: 4/24/19

Professional Development Roster
Levy County School District

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|---|--|----------------------------------|--|
| Workshop Title: <u>K-12 Reading</u> | | Component Number: | |
| Component Name: <u>Link the Decision Tree with MTSS</u> | | Phone: | |
| Contact Person: <u>Carol Jones</u> | Email: <u>Carol.Jones@levy.k12.org</u> | Location: <u>District Office</u> | |
| Dates/Times: <u>4/26/19</u> | | | |

| Print Participant Name | Participant Signature | Last 4 of SSN | School | Subsequent Dates w/ Participant Initials | Follow Up | Total Points |
|------------------------|-----------------------|---------------|-----------|---|-----------|--------------|
| 1. <u>Marcy Young</u> | <u>Marcy Young</u> | <u>1921</u> | <u>DO</u> | <u>mdy</u> | | |
| 2. <u>Carol Jones</u> | <u>Carol Jones</u> | <u>6804</u> | <u>DC</u> | <u>CJ</u> | | |
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Facilitator Signature: _____

Date: _____



Carol Jones <carol.jones@levyk12.org>

Re: Meeting to Discuss Decision Tree

1 message

Carol Jones <carol.jones@levyk12.org>
To: Marcy Young <marcy.young@levyk12.org>

Tue, Apr 16, 2019 at 4:23 PM

Meaning, I'll do the meeting where you are at-- are you at the county office or the ESE office?

On Tue, Apr 16, 2019 at 4:23 PM Carol Jones <carol.jones@levyk12.org> wrote:
Nope, lets do it at your office. We will make it work.

On Tue, Apr 16, 2019 at 4:11 PM Marcy Young <marcy.young@levyk12.org> wrote:
I have back to back meetings at the other office, but am fine to come over to my place. It's totally up to you, just let me know where you want me to go! :-)

Marcy D. Young, M. Ed.

Coordinator Exceptional Student Education/Section 504

School Board of Levy County

(352) 486-5240

On Tue, Apr 16, 2019 at 3:24 PM Carol Jones <carol.jones@levyk12.org> wrote:
I have curriculum mapping over in your building every day next week so I thought we could meet there but it doesn't matter to me. I can easily step out and come over here. Might be easier since we can print and look at all the documents.

On Tue, Apr 16, 2019 at 3:05 PM Marcy Young <marcy.young@levyk12.org> wrote:
Sorry....I had meetings this morning. I'm back in the office now, but we don't have much time. I got your calendar invitation and that should work. I'll be at the District office all morning, if you want to meet there. :-)

Thanks,
Marcy

Marcy D. Young, M. Ed.

Coordinator Exceptional Student Education/Section 504

School Board of Levy County

(352) 486-5240

On Tue, Apr 16, 2019 at 11:39 AM Carol Jones <carol.jones@levyk12.org> wrote:
I was here, working with Gerie and then with Jeff. Not a quiet morning. Working now on the K-12 Reading Grant. I'm here the rest of the day.

On Tue, Apr 16, 2019 at 8:38 AM Marcy Young <marcy.young@levyk12.org> wrote:
Hi Carol. I had on my calendar to meet this morning to talk about the Tier 3 Decision Tree, but I see that you didn't accept the invitation. I tried to call you, but you weren't in the office. So.....let's pick another day? I can meet at the following days and times:

Tomorrow after 12:00
Friday, April 26 at 11:00(ish) until whenever.
Tuesday, April 30 after 12:30



Carol Jones <carol.jones@levyk12.org>

Re: Please send PS documentation log

1 message

Marcy Young <marcy.young@levyk12.org>
To: Carol Jones <carol.jones@levyk12.org>

Fri, Apr 26, 2019 at 3:50 PM

Here you go, Carol.

Marcy D. Young, M. Ed.

Coordinator Exceptional Student Education/Section 504

School Board of Levy County

(352) 486-5240

On Fri, Apr 26, 2019 at 11:43 AM Carol Jones <carol.jones@levyk12.org> wrote:

--

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

3 attachments **MTSS Problem Solving Intervention Record.docx**
136K **MTSS Tier 2 Problem Solving.docx**
133K **MTSS Tier 3 Problem Solving.docx**
302K

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 identify students for intervention. For each grade level on each chart, districts must include a description of which students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

Levy County Decision Tree 19-20

Kindergarten

| Tier | Progress Monitoring Assessments | Dates | If | Then | Program/Materials/ Strategies |
|---------------------------|--|--|---|--|--|
| T I E R 1 | <p>Administer STAR Early Literacy (FLKRS)</p> <p>Administer i-Ready Diagnostic</p> | <p>FLKRS STAR Early Literacy August 12, 2019- October 11, 2019</p> <p>Assessment Period 1: August 2019-September 2019</p> <p>Assessment Period 2: December 2019-January 2020</p> <p>Assessment Period 3: March 2020-May 2020</p> | <p>K Student's Star Early Literacy Fall scale score is at or above 500.</p> <p style="text-align: center;">and/or</p> <p>K Student's i-Ready Overall Reading Diagnostic scale score is at or above 345.</p> | <p>Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, oral language, phonological awareness, phonics, and fluency at the word and/or connected text level.</p> | <p>Program: Pearson Scott Foresman Reading Street, and Systematic Explicit Phonics Program, i-Ready online instruction, Heggerty Phonemic Awareness Curriculum for K</p> <p>Materials: Leveled Text; FCRR; Manipulatives: letters tiles, decodable books</p> <p>Strategies: Small group explicit instruction; Multi-sensory instruction; data chats; graphic organizers; Word Walls</p> <p>Intensity: Whole Group instruction and differentiated support with advanced strategies for higher level comprehension, vocabulary, oral language, phonological awareness, phonics, and/or fluency; 5 days per week; 120 minutes per day</p> |

Kindergarten

| | Progress Monitoring Assessments | Dates | If | Then | Program/Materials/ Strategies |
|---------------------------------------|---|---|--|---|---|
| T I E R 2 | Administer STAR Early Literacy (FLKRS) Administer i-Ready Diagnostic | FLKRS STAR Early Literacy August 12, 2019- October 11, 2019 Assessment Period 1: August 2019-September 2019 Assessment Period 2: December 2019-January 2020 Assessment Period 3: March 2020-May 20 | K Student's Star Early Literacy Fall scale score is between 400 and 499. and/or K Student's i-Ready Overall Reading Diagnostic scale score is below 344. | Tier 2 Interventions will begin immediately upon receiving FLKRS data at the school level. Do not wait until you receive the final report at the close of the window from the state. Progress monitor every 20 days on letter naming (#1 upper case and #2 lower case) and #9 letter sounds. Kindergarten Expectation: By the end of October 2019, students will have 20 out of 26 letters and sounds. Decisions about decreasing, maintaining, or increasing interventions will be made based on that expectation. The course in which Tier 2 interventions will be provided will be coded with an "A" for Reading Intervention Component. Tier 2 interventions will take place during the last 30 minutes of the 120 minute ELA block. | <p>Program: Supplemental Materials from Pearson Scott Foresman Reading Street, and Supplemental Systematic Explicit Phonics Program (Wilson or Reading Horizons Discovery Intensive Phonics) , Heggerty Phonemic Awareness Curriculum for K, i-Ready Tools for Instruction, Combine computer-adapted instruction with teacher-led intervention. Identify specific i-Ready lessons for sequential, targeted intervention. Track lessons provided to meet student needs as identified during assessments.</p> <p>Materials: Utilize materials based on the targeted need for the group, including, but not limited to: Leveled Text; FCRR; Manipulatives: letters tiles or cubes, individual student whiteboards, sound cards for sorting pictures and objects by sound.</p> <p>Strategies: Small group explicit instruction; Multi-sensory instruction; data chats; graphic organizers; Word Walls, rime, Elkonin boxes,</p> <p>Intensity: Small group size of 6-10; 2 + days per week; 20+ minutes per day</p> <p>The Problem Solving Team will utilize Tier 2 problem solving documents to design specific interventions in the area of need for Tier 2 students.</p> |

If students have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.

Kindergarten

| T I E R 3 | Progress Monitoring Assessments | Dates | If | Then | Program/Materials/ Strategies |
|---------------------------|--|--|--|--|--|
| | <p>Administer STAR Early Literacy (FLKRS)</p> <p>Administer i-Ready Diagnostic</p> | <p>FLKRS STAR Early Literacy August 12, 2019- October 11, 2019</p> <p>Assessment Period 1: August 2019-September 2019</p> <p>Assessment Period 2: December 2019-January 2020</p> <p>Assessment Period 3: March 2020-May 2020</p> <p>Parent Notification Parents of students with a reading deficiency will be notified in writing at set times throughout the school.</p> | <p>Kindergarten student is a previous retention or has an IEP for being Developmentally Delayed</p> <p style="text-align: center;">and/or</p> <p>Student's Star Early Literacy Fall is between the 300 to 400 scale score.</p> | <p>Student will start their year in Kindergarten in Tier III (Student will also receive Tier II intervention in addition to Tier III interventions)</p> <p>Tier 3 interventions will happen in the Functional Basic Literacy Class. Beginning July 1, 2020 Tier 3 interventions must be done by a Reading Endorsed teacher.</p> <p>The course in which Tier 3 interventions are provided will be coded with a "B" for Reading Intervention Component</p> <p>Tier 3 students must receive both Tier 2 and Tier 3 supports.</p> <p>Use the i-Ready profile of scores to determine areas of strengths and weaknesses to target intervention with phonological awareness, letter-sound correspondence, vocabulary, and oral language.</p> <p>Give additional Diagnostic, if needed, to determine student need.</p> <p>Progress monitor every 10 days on letter naming (#1 upper case and #2 lower case) and #9 letter sounds.</p> | <p>Program: Teacher-led instructions varies based on additional diagnostic (Decoding surveys, phonological surveys, DRA, etc.) Wilson and Discovery Intensive Phonics from Reading Horizons, Heggerty Phonemic Awareness curriculum for Pre-K.</p> <p>Materials: Utilize materials based on the targeted needs of the student, including, but not limited to: Leveled Text; FCRR; Heggerty Phonemic Awareness Curriculum, Manipulatives: letters tiles, magnetic letters, Elkonin boxes, picture cards for sorting by sound, alphabet songs with hand or body movement, explicit and systematic syllabification activities, DAR, Phonics Screener</p> <p>Strategies: Small group explicit instruction; Multi-sensory instruction; data chats; graphic organizers; Word Walls. Auditory and visual syllabification strategies.</p> <p>Intensity: Small group size of 5 or less; 3-5 days per week; 20-30 minutes per day (Students will receive intervention in addition to or an extension of the 90-minute reading block)</p> <p>The Problem Solving Team will utilize Tier 3 problem solving documents to design specific interventions in the area of need for Tier 3 students. Intervention documentation will be maintained using the attached intervention log.</p> |

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|--|--|--|--|---|--|
| | | | | <p>Kindergarten Expectation: By the end of December 2019, students will have 26 out of 26 letters and sounds.</p> <p>Decisions about decreasing, maintaining, or increasing interventions will be made based on that expectation.</p> | |
|--|--|--|--|---|--|

Levy County Decision Tree 19-20

Grades 1-2

| T I E R I | Progress Monitoring Assessments | Dates | If | Then | Program/Materials/ Strategies |
|---------------------------|---------------------------------|--|--|---|---|
| | Administer i-Ready Diagnostic | <u>Assessment Period 1:</u> August 2019-September 2019 <u>Assessment Period 2:</u> December 2019-January 2020 <u>Assessment Period 3:</u> March 2020-May 2020 | i-Ready Scale Score is: 1st Grade: 400 + 2nd Grade: 459+ | Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, oral language, phonological awareness, phonics, and fluency at the word and/or connected text level. | <p>Program: Pearson Scott Foresman Reading Street , and Systematic Explicit Phonics Program (Wilson and Reading Horizons Discovery Intensive Phonics) , i-Ready online instruction</p> <p>Materials: Leveled Text; FCRR; Manipulatives: letters tiles</p> <p>Strategies: Small group explicit instruction based on data; Multi-sensory instruction; data chats; graphic organizers; Word Walls, decodable readers,</p> <p>Intensity: Whole Group instruction and differentiated support with advanced strategies for higher level comprehension, vocabulary, oral language, phonological awareness, phonics, and/or fluency; 5 days per week; 120 minutes per day</p> |

Grades 1-2

| | Progress Monitoring Assessments | Dates | If | Then | Program/Materials/ Strategies |
|---------------------------------------|---------------------------------|--|---|---|---|
| T I E R 2 | Administer i-Ready Diagnostic | <u>Assessment Period 1:</u> August 2019-September 2019 <u>Assessment Period 2:</u> December 2019-January 2020 <u>Assessment Period 3:</u> March 2020-May 2020 | i-Ready Scale Score is: 1st Grade: 399 or below 2nd Grade: 458 or below | Tier 2 Interventions will begin immediately based on i-Ready data. Progress monitor every 20 days on grade level phonics/phonological assessments (1st grade uses report card assessments) Decisions about decreasing, maintaining, or increasing interventions will be made based on grade level expectations. The course in which Tier 2 interventions will be provided will be coded with an "A" for Reading Intervention Component. Tier 2 interventions will take place during the last 30 minutes of the 120 minute ELA block. | <p>Program: Supplemental Materials from Pearson Scott Foresman Reading Street, and Supplemental Systematic Explicit Phonics Program (Wilson and Reading Horizons Discovery Intensive Phonics) , i-Ready Tools for Instruction, Combine computer- adapted instruction with teacher-led intervention. Identify specific i-Ready lessons for sequential, targeted intervention. Track lessons provided to meet student needs as identified during assessments.</p> <p>Materials: Utilize materials based on the targeted need for the group, including, but not limited to: Leveled Text; Decodable Text, FCRR; Heggerty Phonemic Awareness Curriculum, Manipulatives: letters tiles, individual student whiteboards, sound cards for sorting pictures and objects by sound.</p> <p>Strategies: Small group explicit instruction; Multi-sensory instruction; data chats; graphic organizers; Word Walls, rime, Elkonin boxes,</p> <p>Intensity: Small group size of 6-10; 2 + days per week; 20+ minutes per day;</p> <p>The Problem Solving Team will utilize Tier 2 problem solving documents to design specific interventions in the area of need for Tier 2 students.</p> |

Grades 1-2

| T I E R 3 | Progress Monitoring Assessments | Dates | If | Then | Program/Materials/ Strategies |
|---------------------------|---------------------------------|---|--|--|--|
| | Administer i-Ready Diagnostic | <u>Assessment Period 1:</u> August -September 2019 <u>Assessment Period 2:</u> December 2019-January 2020 <u>Assessment Period 3:</u> March 2020-May 2019 | 1st/2nd Grade student is a previous retention or has an IEP. OR i-Ready Scale Score is 1st Grade: 346 or below 2nd Grade: 418 or below | Student starts year in Tier 3 based on previous end of year data. Progress monitor every 10 days on grade level phonics/phonological assessments (1st grade uses report card assessments) Decisions about decreasing, maintaining, or increasing interventions will be made based on grade level expectations. Tier 3 interventions will happen in the Functional Basic Literacy Class. Beginning July 1, 2020 Tier 3 interventions must be done by a Reading Endorsed teacher. The course in which Tier 3 interventions are provided will be coded with a "B" for Reading Intervention Component Tier 3 students must receive both Tier 2 and Tier 3 supports. | <p>Program: Teacher-led instructions varies based on additional diagnostic (Decoding surveys, phonological surveys, DRA, etc.) Use the i-Ready profile of scores to determine areas of strengths and weaknesses to target intervention with phonological awareness, letter-sound correspondence, vocabulary, and oral language.</p> <p>Materials: Utilize materials based on the targeted needs of the student, including, but not limited to: Decodable Text, Heggerty Phonemic Awareness Curriculum; Manipulatives: letters tiles, cubes, individual student whiteboards, picture cards for sorting by sounds, flashcards for working on rime, alphabet songs with hand or body movement, explicit and systematic syllabification activities, DAR, Phonemic Awareness screener</p> <p>Strategies: Small group explicit instruction; Multi-sensory instruction; data chats; graphic organizers; Word Walls, Auditory and visual syllabification strategies, repetition,</p> <p>Intensity: Small group size of 3-4; 3 + days per week; 20+ minutes per day; 20-30 minutes per day (Students will receive intervention in addition to or an extension of the 90-minute reading block)</p> <p>The Problem Solving Team will utilize Tier 3 problem solving documents to design specific interventions in the area of need for Tier 3 students. Intervention documentation will be maintained using the attached intervention log.</p> |

Levy County Decision Tree 19-20

Grades 3-5

| T I E R 1 | Progress Monitoring Assessments | Dates | If | Then | Program/Materials/Strategies |
|---------------------------|---|---|--|---|--|
| | <p>3rd – 5th Grade: Administer i-Ready Diagnostic</p> <p>4th-5th Grade: FSA Reading</p> | <p><u>i-Ready: Assessment Period</u> 1: August 2019-September 2019</p> <p><u>Assessment Period</u> 2: December 2019-January 2020</p> <p><u>Assessment Period</u> 3: March 2020-May 2020</p> <p><u>FSA:</u> 3rd Grade: April 2020</p> <p>4th-5th Grade: May 2020</p> | <p><u>i-Ready Scale Score</u> 3rd: 501 or above 4th: 524 or above 5th: 550 or above and/or</p> <p><u>FSA Scale Score:</u> 4th: 315 or above 5th: 325 or above</p> <p>(FSA Level 3 or Above)</p> | <p>Provide instruction that follows a developmental reading continuum and incorporates high-level reasoning skills, higher level comprehension strategies, vocabulary, oral language, word analysis, and fluency to meet grade level standards.</p> <p>Consider individual students' strengths & weaknesses in decoding, vocabulary, and comprehension for targeting small group instruction.</p> | <p>Program: Pearson Scott Foresman Reading Street, and Systematic Explicit Phonics Program (3rd Only- Wilson and Reading Horizons Discovery Intensive Phonics) , i-Ready online instruction</p> <p>Materials: Leveled Text; FCRR; Manipulatives, Standard Based Question Stems, Ready LAFS, DBQs, Core Connections Writing</p> <p>Strategies: Small group explicit instruction based on student data; Multi-sensory instruction; data chats; graphic organizers; Close Reads, Research Based Comprehension Strategies</p> <p>Intensity: Whole Group instruction and differentiated support with advanced strategies for higher level comprehension, vocabulary, oral language, phonics, 5 days per week; 120 minutes per day</p> |

Grades 3-5

| Progress Monitoring Assessments | Dates | If | Then | Program/Materials/Strategies |
|---------------------------------|-------|----|------|------------------------------|
|---------------------------------|-------|----|------|------------------------------|

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2**

3rd – 5th Grade:
Administer
i-Ready
Diagnostic

4th-5th Grade:
FSA Reading

Progress
monitoring data
from i-Ready
and FSA
standards
aligned
assessments are
used to provide
targeted
intervention for
tier II.

i-Ready:
Assessment Period
1: August
2019-September
2019

Assessment Period
2: December
2019-January 2020

Assessment Period
3: March 2020-May
2020

FSA:
3rd Grade: April
2020

4th-5th Grade: May
2020

Parent Notification*
Parents of students
with a reading
deficiency will be
notified in writing at
set times
throughout the
school year.

i-Ready scale
score of:
3rd: 500 or below

Students scoring
FSA ELA Scale
Score of:
4th: 294-314
5th: 300-324

AND a Diagnostic
1 i-Ready scale
score of:
4th: 480-523
5th: 515-549

Provide enhanced instruction that follows a developmental reading continuum and incorporates high-level reasoning skills, higher level comprehension strategies, vocabulary, oral language, word analysis, and fluency to meet grade level standards in small group setting with certified teacher.

Consider individual students' strengths & weaknesses in decoding, vocabulary, and comprehension for targeting small group instruction.

The course in which Tier 2 interventions will be provided will be coded with an "A" for Reading Intervention Component. Tier 2 interventions will take place during the last 30 minutes of the 120 minute ELA block.

Program: Supplemental Materials from Pearson Scott Foresman Reading Street, and Supplemental Systematic Explicit Phonics Program (Wilson and Reading Horizons Discovery Intensive Phonics) , i-Ready Tools for Instruction, Combine computer- adapted instruction with teacher-led intervention. Identify specific i-Ready lessons for sequential, targeted intervention. Track lessons provided to meet student needs as identified during assessments. Use the profile of scores to determine areas of strengths and weaknesses to target intervention with phonics, vocabulary, and comprehension.

Materials: Utilize materials based on the targeted need for the **group**, including, but not limited to: Leveled Text; FCRR; Manipulatives: letters tiles, cubes, whiteboards, flash cards, DAR, phonics screener

Strategies: Small group explicit instruction; Multi-sensory instruction; data chats; graphic organizers; Word Walls, Elkonin boxes, auditory and visual activities, fluency logs,

Intensity: Small group size of 6-10; 2 + days per week; 20+ minutes per day;

The Problem Solving Team will utilize Tier 2 problem solving documents to design specific interventions in the area of need for Tier 2 students.

Grades 3-5

| | Progress Monitoring Assessments | Dates | If | Then | Program/Materials/Strategies |
|---------------------------------------|--|---|---|--|---|
| T I E R 3 | <p>3rd – 5th Grade: Administer i-Ready Diagnostic</p> <p>4th-5th Grade: FSA Reading</p> <p>Progress monitoring data from i-Ready and FSA standards aligned assessments are used to provide targeted intervention for tier III.</p> | <p><u>i-Ready:</u> Assessment Period 1: August 2019-September 2019</p> <p><u>Assessment Period 2:</u> December 2019-January 2020</p> <p><u>Assessment Period 3:</u> March 2020-May 2020</p> <p><u>FSA:</u> 3rd Grade: April 2020</p> <p>4th-5th Grade: May 2020</p> <p><u>Parent Notification*</u> Parents of students with a reading deficiency will be notified in writing at set times throughout the school year.</p> | <p>Retained Grade 3 students who scored an FSA-ELA level 1</p> <p>i-Ready scale score of: 3rd: 450 or below</p> <p>Students scoring FSA ELA Scale Score of: 4th: 313 or below 5th: 323 or below AND a Diagnostic 1 i-Ready scale score of: 4th: 480 or below 5th: 515 or below</p> | <p>Provide enhanced instruction that follows a developmental reading continuum and incorporates high-level reasoning skills, higher level comprehension strategies, vocabulary, oral language, word analysis, and fluency to meet grade level standards.</p> <p>Consider individual students' strengths & weaknesses in decoding, vocabulary, and comprehension for targeting small group instruction.</p> <p>Tier 3 interventions will happen in the Functional Basic Literacy Class. Beginning July 1, 2020 Tier 3 interventions must be done by a Reading Endorsed teacher.</p> <p>The course in which Tier 3 interventions are provided will be coded with a "B" for Reading Intervention Component</p> <p>Tier 3 students must receive both Tier 2 and Tier 3 supports.</p> | <p>Program: Teacher-led instructions varies based on additional diagnostic (Decoding surveys, phonological surveys, DRA, etc.) Grades 3 will use Reading Horizons Discovery Intensive Phonics and Grades 4-5 will use Reading Horizons Elevate.</p> <p>Materials: Utilize materials based on the targeted needs of the student, including, but not limited to: Leveled Text; Decodable Readers, Heggerty Phonemic Awareness Curriculum; Manipulatives: letters tiles, fluency passages, Reading Street Intervention Kit materials, Decodable books,</p> <p>Strategies: Small group explicit instruction; Multi-sensory instruction; data chats; graphic organizers; running records, explicit vocabulary instruction, choral reading, echo reading, decoding strategies for rime, syllabication, prefix and suffix.</p> <p>Intensity: Small group size of 3-5; 3 + days per week; 20-30 minutes per day (Students will receive intervention in addition to or an extension of the 120-minute reading block)</p> <p>The Problem Solving Team will utilize Tier 3 problem solving documents to design specific interventions in the area of need for Tier 3 students. Intervention documentation will be maintained using the attached intervention log.</p> |

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| | | <p>(letter-sound correspondences, blending, segmenting).</p> <p>Teachers will use the lessons from iReady and group students into small groups based on their skill deficit. Level 1 student's 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> <p>Level 2 or Tier 2 students will be progress monitored using i-Ready and two week unit</p> | <p>B. Students scoring Level 2 on FSA will receive Tier 2 Intervention in the regular ELA course. ELA teachers will be provided a list of their level 2 students and will keep documentation of the weekly small group support provided to their Tier 2 students. Teachers will share that data monthly with their Reading Coach.</p> <p>Fluency 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 will be placed in either regular or honors ELA</p> <p>Materials for Level 1/Tier 3</p> <p>READ 180 iReady Instructional Group Lessons Reading Assistant English for Education (Rosetta Stone) for ELL Achieve the Core Fluency Passages—See your Reading Coach</p> <p>Materials for Level 2/Tier 2</p> |
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| | | | <p>assessments in ELA. Students will receive explicit instruction on vocabulary (syntax, prefixes, suffixes,) figurative language or “sayings and phrases”, fluency and comprehension (close reading, grammar, writing). Students will receive Tier 2 supports at minimum of once per week during core ELA.</p> <p>Students that are English Language Learners or students with disabilities will be provided instruction and support with Rosetta Stone—now called English for Education and Reading Assistant or other ESE approved curriculum. Adaptive support will be available through Snap and Read.</p> | <p>iReady FCRR Materials Study Island Townsend Vocabulary</p> <p>Imagine Language & Literacy for ELL</p> |
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| | | <p>instruction will be provided and push in support from the Reading Coach. The Intensive Reading teacher and the Reading 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, fluency).</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 Tier 2 support through Core</p> | <p>The Intensive Reading Course will be coded with a “B” for the Reading Intervention Component to reflect that Tier 3 supports are being provided</p> <p>D. Students scoring Level 2 on FSA will receive Tier 2 Intervention in the regular ELA course. ELA teachers will be provided a list of their level 2 students and will keep documentation of the weekly small group support provided to their Tier 2 students. Teachers will share that data monthly with their Reading Coach.</p> <p>ELA will be coded with a code of “A” for Reading Intervention Component. Then individual students will be coded within course.</p> <p>ELA teachers must be provided with a list of students that must be provided Tier 2 interventions and will be provided with support from the Reading Coach to ensure appropriate supports and documentation occur.</p> <p>Fluency 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 will be placed in either regular or honors ELA, dual enrollment, or AP.</p> |
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| | | <p>Instruction in Vocabulary, Fluency, and Comprehension. Khan Academy will be an available resource for students to use during Core Instruction time and outside of the school day. Core ELA teachers will provide small group interventions and support at a minimum once per week. Small group instruction will be based on data from the two week units of instruction dictated through the district curriculum maps. The data chats will help students determine where they should focus their out of school focus.</p> <p>Progress Monitor, using two week end of unit assessments and provide interventions based on student diagnostic data. Review student progress monitoring data at the end of each</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 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>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, now called English for Education, 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 interventions on state standards and proof of mastery using the interventions and/or accommodations listed in a student IEP.</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 |