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: Kristi Simpkins
Contact Email: simpkinskr@nassau.k12.fl.us
Contact Telephone: 904-626-4678

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	63	64	66	66	67	68	69

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	54	55	58	57	58	59	61

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	21	19	21	17	17	15	14
White/Hispanic	6	6	10	5	10	4	4
Economically Disadvantaged/Non-Economically Disadvantaged	17	15	21	13	20	12	11
Students with Disabilities/Students without Disabilities	44	40	42	36	39	32	29
English Language Learners/ Non-English Language Learners	43	40	47	36	39	32	29

* 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.**

Through the use of this funding allocation, we will hire literacy coaches who will impact all teachers and students at our elementary and middle school sites.

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

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

      The Executive Director of Curriculum and Instruction and Directors of Elementary, Secondary, and ESE are responsible for collecting and reviewing student progress monitoring data.

   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.**

      K-8 Star Early Literacy and Star
      3-5 i-Ready
      9-12 Achieve 3000

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

      Student progress monitoring data will be collected three times a year. If an area of need is identified, monitoring will be increased, resources reviewed, and the relevant support will be provided.

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

   The Directors of Curriculum and Instruction will conduct fidelity checks, visiting each school and meeting with the school leadership teams to determine that appropriate interventions are in place for students who are not progressing.

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 Directors of Curriculum and Instruction are responsible for ensuring instruction is aligned to the Florida Standards.

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

      The following will be collected to demonstrate instruction is aligned to the Florida Standards: Lesson plans, Grade level minutes, Curriculum Maps, Pacing Guides, Midterm data, i-Ready, Star and Achieve 3000 Reports

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

Evidence will be collected three times a year.

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.?**

   The Director of Professional Development will be responsible for ensuring the information is appropriately entered.

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

   $78,962

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.

   1-013-001-02

Reading/Literacy Coaches

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

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

   Qualifications: 1. Bachelor's Degree or higher from an accredited educational institution. 2. Hold or be eligible for certification or endorsement in Reading or Elementary Education. 3. Minimum of three (3) years successful teaching experience.

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

   We will have part time reading coaches at all of our Elementary Schools and full time reading coaches at our Middle schools. All of these positions will be paid from our Reading Allocations.

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.**

   Yes

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

   a. **Elementary:** 9 part time
   b. **Middle:** 4 full time
   c. **High:** 0

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

   The Directors of Curriculum and Instruction will review the progress monitoring data and school outcome data.

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

   $550,000

<u>**Supports for Identification and Intervention of Students with Reading Deficiencies**</u>

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 <u>funded through the Research-Based Reading Instruction Allocation</u>?**

   Nassau County will not be funding any reading intervention teachers with our Reading 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:**

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

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

   N/A

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.:**

   N/A

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

   N/A

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.**

   Elementary Education Budget, Secondary Education Budget, ESE Funds, Title I Funds, Instructional Materials

Summer Reading Camps

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:**Katie Cubbal

2. **Email Address:**cubbalka@nassau.k12.fl.us

3. **Phone Number:**904-491-9885

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

   Wildlight Elementary

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, Thursday
   c. **Number of instructional hours per day in reading:**4.25
   d. **End Date:**July 11, 2019
   e. **Total number of instructional hours of reading:**80.75

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.?**

   Teacher evaluations must be highly effective and the teachers must have proven success in student performance as evidenced by the standardized test scores.

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

   1:5

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

   We will be serving only 3rd grade students.

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

   i-Ready results will be monitored weekly; progress monitoring data will be analyzed from the beginning to the end, and the Stanford 10 will be given at the end of the camp. We will administer weekly cold reads and fluency assessments.

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		N/A
District expenditures on reading coaches		$550,000
District expenditures on intervention teachers		N/A
District expenditures on supplemental materials or interventions		0
District expenditures on professional development		$78,962
District expenditures on summer reading camps		0
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools		0
Flexible Categorical Spending		0
	Sum of Expenditures	$628,962
	Amount of district research-based reading instruction allocation for 2019-2020	$628,962

APPENDIX A

Nassau County
Comprehensive Research-Based Reading Plan Meeting for 2019-2020 School Year
April 26, 2019

1. Discussion/Input on K-12 Comprehensive Research-Based Reading Plan – Kristi Simpkins, Director of Elementary Education

2. ESE SP&P Discussion and update/alignment with K-12 Reading Plan – Misty Mathis, Director of Exceptional Student Education

3. ELL – Discussion of alignment with the Reading Plan and the ELL Plan/ Additional teachers needed at Emma Love Hardee and Southside Elementary– Cynthia Grooms, Director of Secondary Education/ELL Representative

4. Professional Development Needs for Reading, ESE Support, and ELL Support – Emphasis on Teachers needing reading endorsement

5. Other/Discussions/Questions

Staff Members Present at Meeting: Kristi Simpkins, Director of Elementary Education/Reading Contact, Misty Mathis, Director of ESE, Cindy Grooms, Director of Secondary Education/ELL Contact, Mark Durham, Executive Director of Curriculum and Instruction, Lee Ann Jackson, Principal. Members that were consulted not present at meeting: Kari Burgess-Watkins – MIS, and Kim Shumate – 5th grade teacher at Callahan Intermediate School

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;

Chart D1: K-5   The STAR or STAR Early Literacy diagnostic will be administered three times per year to monitor student progress toward end of the year mastery of the Language Arts Florida Standards and to provide further instructional information so that students will achieve to their highest ability level. Students are identified and will receive instruction based on the MTSS process. A County Progress Monitoring Plan will be developed to identify and address the child's reading deficiencies and shared with the child's parents as described in State Statute 1008.25. Revisions may be made as needed.

Grade Level	Benchmark Assessment	If	Then
Kindergarten	STAR Early Literacy Florida Kindergarten Readiness Screener within the first 30 days of school, STAR Early Literacy will be administered again in early December, and mid-March to early April.	Student scale score:	
		438 and above	Continue with enhanced instruction that follows a developmental reading continuum including instruction with high level comprehension, vocabulary, word study, and fluency at the word and/or connected text level.
		400-437	Utilize the STAR Early Literacy diagnostic report to identify focus skills and provide a learning pathway. Supplemental differentiation and more frequent monitoring will be provided. Refer to problem solving team to determine if tier 2 targeted reading intervention should be put in place.
		399 and below	Utilize the STAR Early Literacy diagnostic report to identify focus skills and provide a learning pathway. Supplemental differentiation to provide explicit, systematic intervention and more frequent progress monitoring will be provided. Work with problem solving team to provide appropriate tier 2 and tier 3 multi-sensory intensive interventions.

Grades 1-5 –Benchmark Assessment – STAR – to be administered during the first 30 days, early December, and mid-March to early April		
IF: **STAR Percentile Rank is above 20 or FSA Levels 3-5**	**IF:** **STAR Percentile Rank is 11-19 or FSA Level 2**	**IF:** **STAR Percentile Rank is 10 or below or FSA Level 1**
Then: • Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies • Provide differentiated small group instruction using appropriate leveled text. • Provide a variety of opportunities to strengthen content reading and writing **Programs and Materials**: • HMH Journeys (CCRP) • Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies • Delivery during the 90 minute reading block • FCRR Literacy Center Follow-up • Saxon Phonice • Paired and independent reading across various genres • Extension of activities through Lexia and i-Ready	**Then**: • Compare to other assessment data (HMH Journeys i.e. unit tests, ranking sheet data) • Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies • Provide enhanced instruction in the high level reasoning skills • Provide additional strategies for text reading efficiency (comprehension and fluency). • Provide differentiated small group instruction to determine and focus on student specific need. • Refer to problem solving team to determine if tier 2 targeted reading interventions should be put in place. **Programs and Materials**: • HMH Journeys (CCRP) • Appropriate leveled text for small group differentiated instruction focusing on before, during and after • Delivery during the 90 minute reading block. Tier 2 (Coded as Data Element 168521A) • FCRR Literacy Center Follow-up • Saxon Phonics • Paired and independent reading across various genres • Extension of activities through Lexia and i-Ready • Carbo Reading • Phonics for Reading • Before and after school tutoring • SRA Reading Mastery	**Then:** Compare to other assessment data to identify whether a student has a substantial reading deficiency.(i.e. HMH Journeys' Unit tests, ranking sheet data that includes Fountas and Pinnell, Reading A-Z levels, and STAR • Determine Phonemic Awareness or Phonics level through assessment data • Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies • Provide targeted differentiated small group instruction to meet individual student need. • Work with the problem solving team to determine if tier 2 and tier 3 interventions should be in place. • Tier 3 (Coded as 168521B) • Students not responding to this intensive intervention will be further diagnosed and will receive instruction through additional or alternative materials in order to accelerate reading success. **Programs and Materials:** • HMH Journeys (CCRP) • Appropriate leveled text for small group differentiated instruction focusing on before, during and after strategies • FCRR Literacy Center Follow-up • CPALMS activities • Paired and independent reading across various genres • Extension of activities through i-Ready and Lexia • SRA Reading Mastery • Saxon Phonics • Phonics for Reading • Before and after school tutoring • Teachers have been provided training on multi-sensory intensive interventions. They will use these strategies in conjunction with these programs to meet the requirements of statute 1008.25.

- **NassauChart D2: 6-8: All students will receive core standards instruction through Language Arts or Advanced Language Arts course.** The STAR diagnostic will be administered three times per year to monitor student progress toward end of the year mastery of the Language Arts Florida Standards and to provide further instructional information so that students will achieve their highest ability level. **Flexibility options**: All students are monitored through the MTSS process. This will allow schools to make deliberate placement of low-performing students in ELA courses with highly qualified and/or highly effective teachers. These students will be monitored and adjustments made to placement if data indicates that they are not making progress. A Progress MonitoringPlan will be triggered by the district for all FSA ELA Level 1 and Level 2 students and developed to identify and address the student's reading deficiencies and shared with the student's parent. Revisions may be made as needed.

IF: STAR Percentile Rank is 11-19 or FSA Level 2	IF: STAR Percentile Rank is 10 or below or FSA Level 1
Then: Remediation/Intervention may be provided in either a course identified through state required coding by a Reading certified/endorsed teacher or a Core Content Course with Intensive ELA Teacher support. ESE students may also be in a support/push-in ELA class. • Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies • Provide additional strategies for text reading efficiency (comprehension and fluency). • Students not responding and making progress will be further diagnosed through our MTSS process and instruction will be modified to be more explicit and in smaller groups. • Refer to problem solving team to determine if tier 2 targeted reading interventions should be put in place. **Programs and Possible Materials**: • HMH *Collections* • CPALMS activities • Paired and independent reading across various genres • i-Ready Texts • Materials from NewsELA, CommonLit, and other resources • Extension of activities through Lexia	**Then**: Remediation/Intervention may be provided in an additional Intensive ELA Course; ESE students are also in a support/push-in ELA class OR placement in a Co-teach Model with a Reading Endorsed and Content Endorsed teacher. • Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies • Provide a variety of opportunities to strengthen content reading and writing • Provide targeted differentiated small group instruction to meet individual student need. • Students not responding to this intensive intervention will be further diagnosed and will receive instruction through additional or alternative materials in order to accelerate reading success. • Work with the problem solving team to determine if tier 2 and tier 3 interventions should be put in place. **Programs and Possible Materials:** • HMH *Collections* • CPALMS activities • Paired and independent reading across various genres • Lexia or iReady • Before and after school tutoring • Materials from NewsELA, CommonLit, and other resources • Extension of activities through technology/ STEAM(Science, Technology, Engineering, Arts, and Mathematics)

Nassau County School District
2019-2020 High School Reading Intervention Requirements

Public school student progression; remedial instruction; reporting requirements.—

(1) INTENT.—It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, <u>upon satisfactory performance in reading</u>, writing, science, and mathematics; that district school board policies facilitate student achievement; that each student and his or her parent be informed of that student's academic progress; and that students have access to educational options that provide academically challenging coursework or accelerated instruction pursuant to s. 1002.3105.

(2) COMPREHENSIVE STUDENT PROGRESSION PLAN.—Each district school board shall establish a comprehensive plan for student progression which must:

(a) Provide standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education.

(b) Provide specific <u>levels of performance in reading,</u> writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the commissioner.

All Nassau County students found to have a substantial reading deficiency will receive instructional support through Integrated, Additional, or Extended Instruction.

District Diagnostic Assessments

The diagnostic assessments administered by the district are designed to determine the Lexile levels of students. The levels will be used to determine the type of reading support the student will receive, nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

Nassau County High Schools will use: The Achieve 3000 Differentiated Reading Program to determine the reading deficiency of all students who failed to master grade level expectations of the ELA standards as assessed on the FLORIDA STATE ASSESSMENT (FSA)- ENGLISH/LANGUAGE ARTS (ELA).

Reading is the **KEY** to learning

College and Career Ready (CCR) Lexile Proficiency Bands

Grade	Below Basic	Basic	Proficient	Advanced
K	N/A	BR	0 to 279L	280 & Above
1	BR	0L to 189L	190L to 534L	535L & Above
2	BR to 219L	220L to 419L	420L to 654L	655L & Above
3	BR to 329L	330L to 519L	520L to 824L	825L & Above
4	BR to 539L	540L to 739L	740L to 944L	945L & Above
5	BR to 619L	620L to 829L	830L to 1014L	1015L & Above
6	BR to 729L	730L to 924L	925L to 1074L	1075L & Above
7	BR to 769L	770L to 969L	970L to 1124L	1125L & Above
8	BR to 789L	790L to 1009L	1010L to 1189L	1190L & Above
9	BR to 849L	850L to 1049L	1050L to 1264L	1265L & Above
10	BR to 889L	890L to 1079L	1080L to 1339L	1340L & Above
11 / 12	BR to 984L	985L to 1184L	1185L to 1389L	1390L & Above

With the release of the College & Career Readiness Scores, (the score ranges that indicate Below Basic, Basic, Proficient, and Advanced performance in each grade) Lexile levels were adjusted to reflect increased expectations for college and career readiness. This work was done with Meta Metrics. To establish the new performance levels, Meta Metrics conducted an extensive study of college and career texts. The new score ranges more accurately reflect whether student is on track to comprehend college and career level texts by the end of high school.

ASSESSMENT/CURRICULUM DECISION TREE FOR STUDENTS SCORING BELOW LEVEL 3 ON FSA-ELA			
*REFER TO CHART	**BELOW BASIC**	**BASIC**	**PROFICIENT/ADVANCED**
DIAGNOSTIC /PROGRESS MONITORING DATA	**Achieve 3000 Reading Program** • **If Lexile fall in the below basic range, (see chart above) the student will be placed in the appropriate Intervention Course.** • **A focus on information text at a ration matching FSA/ELA Reading utilizing the Achieve 3000 Differentiated Program** • **Achieve 3000- Level Set 3 times a year, Lexile adjustments throughout the year.** • **Nassau County Parents will be notified in writing of their child's reading deficiency and the instructional support designed to remediate the identified area of deficiency.** • **Additional reading instruction during school or after school.** • **All level 1 and 2 students will be placed in a block English Language Arts class with an Intensive Reading class and a Reading Endorsed/Certified teacher.** • **Additionally, the MTSS team will analyze data to create a more streamlined instructional plan.** • **Refer to the problem-solving team to make decisions collaboratively and monitor the student's progress.** **1008.25(4)(a) and (5)(a) F.S. Data Element 168521**	**Achieve 3000 Reading Program** • **If Lexile fall in the below basic range, (see chart above) the student will be placed in the appropriate Intervention Course.** • **A focus on information text at a ration matching FSA/ELA Reading utilizing the Achieve 3000 Differentiated Program** • **Achieve 3000- Level Set 3 times a year, Lexile adjustments throughout the year.** • **Nassau County Parents will be notified in writing of their child's reading deficiency and the instructional support designed to remediate the identified area of deficiency.** • **All level 1 and 2 students will be placed in a block English Language Arts class with an Intensive Reading class and a Reading Endorsed/Certified teacher.** • **Additionally, the MTSS team will analyze data to create a more streamlined instructional plan.** • **Refer to the problem-solving team to make decisions collaboratively and monitor the student's progress.** **1008.25(4)(a) and (5)(a) F.S. Data Element 168521**	**PROGRAM-SPECIFIC DIAGNOSTIC DATA:** Achieve 3000 Level Set **Continue with course specific Progress Monitoring** If Lexile scores fall in the proficient or advanced range (see chart above) then place in the most rigorous ELA course available.

RELATED SKILLS THAT CONTRIBUTE TO LEXILE GROWTH	The district reading coach and teacher will analyze the student's Achieve Diagnostic Student Report that provides estimated Oral Reading Fluency, Instructional reading level and FSA domain scores to determine areas of weakness and plan targeted differentiated instruction. **Alphabetic**: Decoding; Phonics; Phonology; Morphology **Oral Language**: Academic Language; Inferential & Narrative Language; Word Knowledge; Phonology **Comprehension**: Extracting & constructing meaning; connected text; grammar; syntax; Strategies; Text Organization and Structure; Metacognition	The district reading coach and teacher will analyze the student's Achieve Diagnostic Student Report that provides estimated Oral Reading Fluency, Instructional reading level and FSA domain scores to determine areas of weakness and plan targeted differentiated instruction. **Oral Language**: Academic Language; Inferential & Narrative Language; Word Knowledge; Phonology **Comprehension**: Extracting & constructing meaning; connected text; grammar; syntax; Strategies; Text Organization and Structure; Metacognition	**Oral Language**: Academic Language; Inferential & Narrative Language; Word Knowledge; Phonology **Comprehension**: Extracting & constructing meaning; connected text; grammar; syntax; Strategies; Text Organization and Structure; Metacognition
MATERIALS TO SUPPORT READING INSTRUCTION	**Grades 9-12** **Additional Resources for all students:** • CPALMS.org resource center • Achievethecore.org • HMH Collections • Newseala • Achieve resources for Vocabulary and Comprehension • Classroom library materials • ReadWorks.org	**Grades 9-12** **Additional Resources for all students:** • CPALMS.org resource center • Achievethecore.org • STAR Reading • HMH Collections • Newseala • Achieve resources for Vocabulary and Comprehension • Classroom library materials • ReadWorks.org	**Additional Resources for all students:** • CPALMS.org resource center • Achievethecore.org • HMH Collections • Newseala • Achieve resources for Vocabulary and Comprehension • Classroom library materials • ReadWorks.org