

Osceola 2018-19 K-12 Comprehensive Research-Based Reading Plan

Contact Information

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

District Contact: Stacy Burdette, Director of Elementary Education
Contact Email: stacy.burdette@osceolaschools.net
Contact Telephone: 407-870-4849

District-Level Leadership

District-level administrators must look at schools on an individual basis and distribute resources based on students’ and teachers’ levels of need. To describe the district system for monitoring reading instruction that differentiates school-level services, please address the following.

- Districts should match or exceed the State Board goals for increasing FSA-ELA achievement by six percentile points, increasing the percentage of students making learning gains on the FSA-ELA by seven percentile points and reducing the achievement gap for the identified sub groups on the FSA-ELA by at least one-third by 2020. Please fill out the charts below with the actual results from the 2015-2016 and 2016-2017 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	51		52	55	52	57	59

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	50	53	53	54	54	57	59

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	20	19	21	19	18	17	14
White/Hispanic	20	19	21	19	19	17	14
Economically Disadvantaged/Non-Economically Disadvantaged	17	16	14	13	14	12	12
Students with Disabilities/Students without Disabilities	38	35	40	36	38	30	25
English Language Learners/ Non-English Language Learners	33	38	35	36	36	27	22

* 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 majority of the Reading Categorical Funds is spent on the salaries of the Literacy Coaches, which are provided to every school in Osceola County. In an effort to streamline the work done by the school level coaches, the district level coaches will work with the school based coaches to apply the principles of planning, teaching and monitor for achievement and learning. As research has indicated, the stand alone professional development sessions do not support academic growth. Over the past two years, this has been a focus of change and work is being done to support both teachers and school based coaches.

The district spends a significant amount of money supporting teacher learning and professional development. In the upcoming year, money is designated to developing guided reading practices, how to administer assessment to target instruction and develop routine practices for reading and writing while implementing Language Arts Florida Standards.

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?

At the district level, data is reviewed by the Assistant Superintendents of Curriculum and Instruction, Directors of Curriculum and Instruction and the Content Area Resource Teachers as well as the Director and Resource Specialists in the Research Evaluation and Assessment Department.

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.

In our K-5 elementary schools, the primary tool for progress monitoring at the district level is i-Ready district level reports. Through these reports, the number of students who are expected to show proficiency on FSA-ELA can be identified, as well as the standards students have demonstrated mastery and/or which standards need more support, and academic growth. To ensure all students are working towards mastery of the Florida Standards, the School District of Osceola County additionally administers ongoing progress monitoring, and other district created formative assessments to drive instruction. Third grade students are closely monitored with the Third Grade Portfolio process. Ten intensive Focus Lessons were created centered around the standards to help support students in the portfolio process. These systematic lessons are taught to prepare students for the rigor of FSA-ELA. The goal is for students to demonstrate mastery of the standards while supporting Good Cause Exemption number four. This is closely monitored by the district and school level administrators.

In middle schools, grades 6-8, the primary tool for progress monitoring collected at the district level is i-Ready district level reports. I-Ready reports are used to

monitor progress toward target goals, determine the number of proficient students, and the number of students in need of interventions. In addition to i-Ready diagnostic testing, students are administered progress monitoring assessments intermittently. Achieve 3000 will be used to monitor lexile growth in grade 6-8. The number of students requiring interventions are monitored by the district level school reports.

In the high schools, the plan is to use Achieve 3000 in grades 9-10 and Teengagement in grades 11-12. Achieve 3000 proficiency usage reports will be used to monitor lexile growth in grades 9-10. Grades 11-12 will be monitored with Teengagement assessments and linking/usage reports for Official SAT Practice/Khan Academy.

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

In elementary and middle school areas, student iReady diagnostic data will be reviewed three times a year. The iReady instructional pass rate data will be reviewed monthly by the district curriculum team. The assessments identified in the question above are given multiple times a year to ensure success for the students. i-Ready is administered within the first week of school to get a baseline of data and start interventions immediately if needed. It is then given quarterly to all students and to those showing a reading deficiency, it is administered more often depending on the level of the intervention needed.

In middle and high schools, Achieve 3000 reports are reviewed monthly to measure lexile growth, usage and pass rate for students.

Teengagement is used in high schools to monitor progress monthly. The Official SAT Practice linking/usage reports will be used monthly.

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, Assistant Superintendents and Directors of Curriculum and Instruction, as well as the district level resource teachers continually monitor students' growth towards mastery of the Florida Standards.

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 Assistant Superintendents and Directors of Curriculum and Instruction, as well as the district level resource teachers are the district level personnel responsible for monitoring the instructional alignment of the grade level Florida Standards.

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

The district level team conducts Learning Cycle Visits at each school in the district using a monitoring tool to observe instruction, materials and review student data.

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

In the beginning of the year and middle of the year, all schools will have a Learning Cycle visit to collect data. The number of Learning Cycle visits a school receives depends on the academic and instructional needs of the school as well as the level of experience of the administrative team. Schools are tiered for support as Tier 1, Tier 2 or Tier 3, and Tier 2/Tier 3 schools receive more intensive monthly or weekly support.

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

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

In Osceola County, several departments oversee schools having access to text in a variety of mediums. The Media Instructional Technology Department, Exceptional Student Education Department and the English Speakers of Other Languages Department all work in conjunction with the Curriculum and Instruction Department to ensure children have access to text in a variety of mediums.

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

The School District of Osceola County has provided all students and teachers with the online line resource MackinVIA, which can be utilized both in and out of the classroom. Media Specials at the school and Michelle Jarrett, the district media contact will share this information with the schools and community.

7. In regard to Universal Design for Learning (UDL), please address the following:

A. Who at the district level will ensure that the all classroom instruction is accessible to the full range of learners using UDL principles?

The Assistant Superintendents of Curriculum and Instruction, Directors of Curriculum and Instruction, Director of Exceptional Student Education, Director of Media Instructional Technology and Director of Multicultural Education, as well as all of the district resource teachers from these departments will be responsible for ensuring the UDL principles are evident in classrooms.

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

During Learning Cycle visits, resource teachers from the above mentioned departments will gather evidence of the UDL principles being utilized in classroom instructional planning and delivery. Evidence of UDL principles will be identified and embedded in Curriculum Unit Plans.

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

Evidence will be collected during Learning Cycle visits and classroom observations by district level administrators and resource teachers. Visits will be conducted quarterly at a minimum.

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

See Appendix A.

Research-Based Reading Instruction Allocation

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

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

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

Professional Development

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

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

Mrs. Stacy Burdette, Director of Elementary Curriculum and Instruction and
Janice Franceschi, Director of Professional Development

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

\$253,453

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

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

Janine Bracco, Elaine Centeno, and Patricia Vickers

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

Yes

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.**

<http://www.osceolaschools.net/common/pages/DisplayFile.aspx?itemId=9331483>

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

Kissimmee Elementary, Narcoossee Elementary, Highlands Elementary, Thacker Avenue for International Studies, St. Cloud Elementary, Reedy Creek, Ventura Elementary, Pleasant Hill Elementary, Poinciana Academy of Fine Arts, Partin Settlement Elementary, Neptune Elementary, Sunrise Elementary and Bellalago Academy (.75)

Harmony Community School, Narcoossee Middle, Discovery Intermediate 6-8, Denn John Middle, Kissimmee Middle, St. Cloud Middle, Westside K-8, Neptune Middle (.25), Celebration K-8, and Parkway Middle

Osceola High, St. Cloud High, Gateway High, Poinciana High, Liberty High, Paths at TECO, Osceola County School for the Arts, Harmony High, and Zenith

- 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.**

All schools have a full time literacy coach.

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

a. Elementary: 12.75

b. Middle: 9.25

c. High: 9

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

Coaches are evaluated by their school level administrator, using the Instructional Non-Classroom Personnel Evaluation tool.

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

1,970,737.00

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:**

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

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

\$0

- 5. Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Instruction Allocation. These will be reviewed by the *Just Read, Florida!* Office to ensure the materials, or interventions, meet the requirements of Section 1001.215(8), F.S.:**

This upcoming year, this money will include Support Coach for third grade, ACT Now! for grades 4-5, and Core Connections writing training for secondary.

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

We estimate \$110,000

- 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.**

This material will be purchased through Reading Instructional Allocations.

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:** Mrs. Stacy Burdette, Director of Elementary Education
2. **Email Address:** Stacy.Burdette@osceolaschools.net
3. **Phone Number:** 407-870-4849
4. **Please list the schools which will host a SRC:**

Boggy Creek, Central Avenue, Chestnut, Cypress, Deerwood, Eastlake, Flora Ridge, Hickory Tree, Highlands, Kissimmee, Koa, Lakeview, Michigan, Mill Creek, Narcoossee, Neptune, Partin Settlement, Pleasant Hill, Poinciana Academy of Fine Arts, Reedy Creek, Saint Cloud, Sunrise, Thacker Avenue, Ventura, Bellalago, Celebration K-8, Westside K-8, and Harmony Community School.

5. **Provide the following information regarding the length of your district SRC:**
 - a. **Start Date:** May 31, 2018
 - b. **Which days of the week is SRC offered:** Monday-Thursday
 - c. **Number of instructional hours per day in reading:** 5.25
 - d. **End Date:** June 28, 2018
 - e. **Total number of instructional hours of reading:** 94.5
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.?**

Yes

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

1:10

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

There are other summer opportunities available to students, but Reading Catagorical Funds are not utilized for the other camps.

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

At the end of 3rd Grade Summer Camp, students will take the SAT-10, i-Ready and have completed an additional Third Grade Portfolio Pieces to demonstrate evidence of grade level work.

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	567,170.00
District expenditures on reading coaches	1,970,737.00
District expenditures on intervention teachers	0
District expenditures on supplemental materials or interventions	110,000
District expenditures on professional development	257,448
District expenditures on summer reading camps	137,205
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	3,042,560
Amount of district research-based reading instruction allocation for 2018-2019	3,042,560

APPENDIX A

Mon 6/18/2018 8:00 AM


End
Mon 6/18/2018 8:30 AM

All day Private

Repeat: Never Save to calendar: Calendar

Reminder: 15 minutes Show as: Busy

[Add an email reminder](#)






Good Morning :)

We are meeting to go over the details of the K-12 Reading Plan and how to support our ESE and ELL students.

Attendees

Sort by Request responses

-  **Stacy Burdette** Busy
-  **Belinda Reyes** Free
-  **Linda Schroder-King** Busy

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

In this section districts will describe how they identify students with substantial reading deficiencies and provide them with required interventions. Districts will create three Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring, local assessments, statewide assessments or teacher observations will be used to determine specific reading instructional needs and interventions for students. It is important to note that a school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial deficiency in reading. If a local assessment is being used for identification, districts should internally analyze their data in order to ensure students are identified at similar rates as on statewide assessments. Districts who use a procured diagnostic, progress monitoring or assessment tool should, at a minimum, use the recommended ranges provided by the instrument developer; however, these districts should also ensure that rates of identification correlate to statewide performance.

- DT1 – Elementary (K-5)
- DT2 – Middle (6-8)
- DT3 – High (9-12)

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to plan intervention for students scoring in the following performance levels:
 - 1) Scaled score of 497-529
 - 2) Scaled score of 438-496
 - 3) Scaled score of 437 and below; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

Kindergarten: Florida Kindergarten Readiness Screener

If	Then
Scaled Score: 497-529 (On Watch)	<ul style="list-style-type: none"> • Students will receive high quality tier 1 instruction focusing on phonemic awareness, phonics, vocabulary, comprehension, and fluency for whole group. Small group will focus on Foundational Skills and needs of the student. • Teachers will assess and place students accordingly with Guided Reading kits to determine student’s reading level. • Implement differentiated instruction in groups of 4-6 based on group needs. • Progress monitoring will focus on common formative assessments, iReady, and Guided Reading assessments
Scaled Score: 438-496 (Intervention)	<ul style="list-style-type: none"> • Students will receive high quality tier 1 instruction focusing on phonemic awareness, phonics, vocabulary, comprehension, and fluency for whole group. Small group will focus on Foundational Skills and needs of the student. • Teachers will assess and place students accordingly with Guided Reading kits to determine student’s reading level. • Implement differentiated instruction in groups of 3-5 based on student needs. • Progress monitoring will focus on common formative assessments, iReady, and Guided Reading assessments • Parents will be notified as soon as testing determines immediate intervention is needed. • Students will be monitored closely to determine if the student needs to enter the MTSS process if progress is not met by December.
Scaled Score: 437 and below	<ul style="list-style-type: none"> • Students will receive high quality tier 1 instruction focusing on phonemic awareness, phonics, vocabulary, comprehension, and fluency for whole group. Small group will focus on Foundational Skills and needs of the student. • Teachers will assess and place students accordingly with Guided Reading kits to determine student’s reading level. • Implement differentiated instruction, in addition to the 90 minute reading block, in groups of 3 or less based on individual needs.

	<ul style="list-style-type: none"> • Progress monitoring will focus on common formative assessments, iReady, and Guided Reading assessments. • Parents will be notified immediately after testing to alert them of the deficiency. • Immediate intensive intervention will happen in addition to the 90 minute reading block, focusing on letter identification, letter sounds and their correspondences. • Progress monitoring will happen weekly paired with immediate intensive intervention focusing on letter identification, letter sounds and their correspondences.
<ul style="list-style-type: none"> • During the 2017-2018 School Year, the district implemented an initiative to specifically target and support our youngest learners. As research indicates, student need the strong foundation in early literacy to ultimately find success in later grades. This effort was designed to reduce the number of students being retained in grade 3. All schools received a three-day intensive training where teachers walked through foundational guided reading strategies and how to move students through the reading continuum. After the workshop, teachers administered a running record to target each students individual level and then provided differentiated lessons based on the strengths and weaknesses of the child. Summer 2018, this professional development will continue. The cohort will expand to 1st grade in the 2018-2019 school year. • The conditions the district will use to determine how a K-3 student with a substantial reading deficiency will be defined is based upon screening, diagnostic, progress monitoring, or assessment data. Kindergarten students will be screened using the Florida Kindergarten Readiness Screener within the first thirty days of school. In addition, students grade K-3rd will take the iReady diagnostic three times per year. Teachers in grades Kindergarten through three will administer the Next Step Forward in Guided Reading Assessment. Data from these diagnostics will inform the school MTSS teams led by the Principal, MTSS Coach, school psychologist, and classroom teacher to intervene immediately with students who are showing deficiencies in reading. The MTSS team will monitor progress as needed and students will progress through Tier 1, 2, and 3 as appropriate. • A team will be attending the “FLDOE Just Read Florida Literacy Institute” and will present the information to district level leadership in order to design a plan for implementation. The intervention that will be used for multisensory instruction include visual, auditory, and kinesthetic – tactile pathways. Materials to support this implementation will be purchased from the Reading Instructional Allocation. 	

Kindergarten-Fifth Grade

If	Then
<p>iReady Diagnostic Score: Above Level and/or 4th and 5th grade FSA-ELA of Level 4 or 5</p>	<ul style="list-style-type: none"> • Students will receive high quality Tier 1 Instruction focusing on phonemic awareness, phonics, vocabulary, comprehension, and fluency for whole group in K-3 and hone in on vocabulary, comprehension and fluency in 4-5. Small group will focus on Foundational Skills and needs of the student. • Teachers will assess and place students accordingly with Next Step Guided Reading Assessment kits to determine student’s reading level in K-2, common formative assessments and iReady assessments. • Implement differentiated instruction in groups of 4-6 based on group needs as determined by assessments. • Progress monitoring will focus on common formative assessments, iReady, and Guided Reading assessments.
<p>iReady Diagnostic Score: On Level and/or 4th and 5th grade FSA-ELA of Level 2 or 3</p>	<ul style="list-style-type: none"> • Students will receive high quality tier 1 instruction focusing on phonemic awareness, phonics, vocabulary, comprehension, and fluency for whole group. Small group will focus on Foundational Skills and needs of the student. • Teachers will assess and place students accordingly with Guided Reading kits to determine student’s reading level. • Implement differentiated instruction in groups of 3-5 based on group needs. • Progress monitoring will focus on common formative assessments, iReady, and Guided Reading assessments • Parents will be notified of any reading deficiencies. • Consult with MTSS team to determine if child needs further intervention
<p>iReady Diagnostic Score: Below Level and/or 4th and 5th grade FSA-ELA of Level 1 3rd grade retained *Students scoring in profile 1 will be labeled as having a reading deficiency and will receive immediate intensive intervention*</p>	<ul style="list-style-type: none"> • Students will receive high quality tier 1 instruction focusing on phonemic awareness, phonics, vocabulary, comprehension, and fluency for whole group. Small group will focus on the individual needs of the student(s). • Teachers will assess and place students accordingly with Guided Reading kits to determine student’s reading level in K-5, common formative assessments and iReady assessment information. Immediate intensive intervention will happen in addition to the 90 minute reading block, in groups of 3 or less based on individual needs. • Parents will be notified immediately after testing to alert them of the reading deficiency.

	<ul style="list-style-type: none"> Targeted intense instruction will focus on specific area of reading deficiency. Progress monitoring will focus on common formative assessments, iReady, and Guided Reading assessments.
<ul style="list-style-type: none"> During the 2017-2018 School Year, several initiatives were implemented to support 3rd grade students. Model lessons were created targeting instructional strategies key for success on FSA and Third Grade Portfolio. As part of the Curriculum Pacing Guide, each ELA unit, has Focused Lessons and a Portfolio piece as part of the unit. By doing this, children have an opportunity to organically take portfolio pieces and demonstrate mastery of the standards throughout the year. The goal of the School District of Osceola County is to catch students with reading deficiencies prior to 3rd grade and thus eliminate students being retained in grade 3. As research indicates, students need to have intensive and targeted instruction in kindergarten and grade 1. Thus the work being done last year with kindergarten will move to grade 1. Each school will receive targeted professional development in grade, focusing on guided reading and how to move students through the reading continuum. The conditions the district will use to determine how a K-3 student with a substantial reading deficiency will be defined is based upon screening, diagnostic, progress monitoring, or assessment data. Kindergarten students will be screened using the Florida Kindergarten Readiness Screener within the first thirty days of school. In addition, students grade K-3rd will take the iReady diagnostic three times per year. Teachers in grades Kindergarten through three will administer the Next Step Forward in Guided Reading Assessment. Data from these diagnostics will inform the school MTSS teams led by the Principal, MTSS Coach, school psychologist, and classroom teacher to intervene immediately with students who are showing deficiencies in reading. The MTSS team will monitor progress as needed and students will progress through Tier 1, 2, and 3 as appropriate. 	

iReady Level Ranges per grade level

On Level Ranges	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Early	362 - 395	434 - 457	489 - 512	511 - 544	557 - 578	581 - 608
Mid	396 - 423	458 - 479	513 - 536	545 - 560	579 - 602	609 - 629
Late	424 - 479	480 - 536	537 - 560	561 - 602	603 - 629	630 - 640

Expected Scale Score

Growth per grade level

KG	1 st	2 nd	3 rd	4 th	5 th
46-60	46-60	39-52	30-44	19-27	19-27

FSA-ELA	Level 1	<p>English Language Arts (ELA)</p> <ul style="list-style-type: none"> • Regular ELA class placement • Students will be progress monitored through common assessments and iReady diagnostic assessments • If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data <p>Intensive Language Arts (ILA)</p> <ul style="list-style-type: none"> • Reading Endorsed teacher or Reading Certified teacher • Intensive Language Arts • Rotational model of instruction with teacher led small group daily (5-7 students) • Students who do not respond to the initial instruction will be remediated in small group/teacher led instruction based on student data in areas of deficiency • Students will be progress monitored monthly through common assessments and iReady diagnostic assessments • If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data <p style="text-align: center;">FSA scale score range for Intensive Reading</p> <table border="1" data-bbox="741 776 1986 889"> <tr> <td>6th Grade</td> <td>SS 257-320</td> </tr> <tr> <td>7th Grade</td> <td>SS 259-325</td> </tr> <tr> <td>8th Grade</td> <td>SS 267-332</td> </tr> </table> <ul style="list-style-type: none"> • <p>Intensive Reading in addition to ILA</p> <ul style="list-style-type: none"> • If students score Low Level 1 and/or the following i-Ready Scale Score Range, Intensive Reading class may be scheduled in addition to ELA and ILA class. <p style="text-align: center;">i-Ready score range for Intensive Reading</p> <table border="1" data-bbox="741 1149 1986 1263"> <tr> <td>6th Grade</td> <td>SS 257-303</td> </tr> <tr> <td>7th Grade</td> <td>SS 259-308</td> </tr> <tr> <td>8th Grade</td> <td>SS 259-308</td> </tr> </table>	6 th Grade	SS 257-320	7 th Grade	SS 259-325	8 th Grade	SS 267-332	6 th Grade	SS 257-303	7 th Grade	SS 259-308	8 th Grade	SS 259-308
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7 th Grade	SS 259-308													
8 th Grade	SS 259-308													
MTSS SUPPORT AND INTERVENTIONS														
MTSS	Identification	Support Provided												

Tier 3	Grade 6- 259-308 Grade 7- 267-317 Grade 8- 274-321 FSA-Reading ; i-Ready diagnostic and progress monitoring data; weekly progress monitoring teacher data	Tier 3: Teachers, school resource specialists, or instructional coaches will support 1:1 or small group (3-5) standards-based and strategy-based lessons to support specific areas of need related to six components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension) beyond the classroom instructional minutes. Students will receive an additional 20-30 minutes 2-4 times per week using i-Ready individual pathway lessons or district approved resources, such as Fountas & Pinnell guided reading, Corrective Reading, UDL lessons, or other lessons in foundation reading strategies.
Tier 2	Grade 6- 309-325 Grade 7- 318-332 Grade 8- 322-336 FSA-Reading; i-Ready diagnostic and progress monitoring; teacher data	Tier 2: Students scoring below proficiency will be considered Tier 2 for MTSS and receive additional reading support in a six components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension) as needed. Parents of all Tier 2 students will be notified. Tier 2 interventions will begin with i-Ready individual profile lessons in ILA or IR class for a minimum of 45 minutes/week. Small group interventions, including pull out small groups from 1-4 times per week, using i-Ready Teacher Toolbox lessons, LAFS Ready workbook lessons.
Tier 1	All students FSA- Reading and/or i- Ready Diagnostic	Tier 1: Core course instruction for all students. Differentiated instruction provided in small group in classroom. Students receive iReady beginning, middle, and end of year diagnostic; students will take three growth monitoring assessments, as well as common assessments.

**School District of Osceola County
Chart D3: Grades 9-12
2018-2019 Decision Tree**

Assessment	If...	Then...
FSA-ELA	Level 3 or higher	<ul style="list-style-type: none"> • Students are placed in a single period, honors-level, or higher, Language Arts class. • Students will be progress monitored through common assessments and practice on Official SAT Practice/Khan Academy. • If data-driven student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction.
FSA-ELA	Level 2	<p>English Language Arts-Grades 9-10</p> <ul style="list-style-type: none"> • Students are placed in a single period Language Arts class. • Students will be progress monitored through common assessments and practice on Official SAT Practice/Khan Academy. • If data-driven student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction. <p>Intensive Reading-Grades 9-10</p> <ul style="list-style-type: none"> • Reading Endorsed teacher or Reading Certified teacher. • Intensive Reading, single-period class. • Rotational model of instruction with teacher-led small group (5-7 students). • Students who do not respond to the initial instruction will be remediated in small group/teacher led instruction based on student data in areas of deficiency. • Students will be progress monitored monthly through common assessments and Achieve 3000 diagnostic assessments. • If data-driven student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction. <p>English Language Arts-Grades 11-12</p> <ul style="list-style-type: none"> • Students are placed in a single period Language Arts class. • Students will be progress monitored through common assessments and practice on Official SAT Practice/Khan Academy. • If data-driven student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction. <p>Intensive Reading-Grades 11-12</p>

		<ul style="list-style-type: none"> • Reading Endorsed teacher or Reading Certified teacher. • Intensive Reading, single period class. • Rotational model of instruction with teacher-led small group (5-7 students). • Students who do not respond to the initial instruction will be remediated in small group/teacher led instruction based on student data in areas of deficiency. • Students will be progress monitored monthly through common assessments, practice on Official SAT Practice/Khan Academy, and Teengagement diagnostic assessments.
FSA-ELA	Level 1	<p>English Language Arts-Grades 9-10</p> <ul style="list-style-type: none"> • Students are placed in a single period Language Arts class. • Students will be progress monitored through common assessments and practice on Official SAT Practice/Khan Academy. • If data-driven student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction. <p>Intensive Reading-Grades 9-10</p> <ul style="list-style-type: none"> • Reading Endorsed teacher or Reading Certified teacher. • Intensive Reading, single period class. • Rotational model of instruction with teacher-led small group (5-7 students). • Students who do not respond to the initial instruction will be remediated in small group/teacher led instruction based on student data in areas of deficiency. • Students will be progress monitored monthly through common assessments and Achieve 3000 diagnostic assessments. • If data-driven student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction. <p>English Language Arts-Grades 11-12</p> <ul style="list-style-type: none"> • Students are placed in a single period Language Arts class. • Students will be progress monitored through common assessments and practice on Official SAT Practice/Khan Academy. • If data-driven student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction. <p>Intensive Reading-Grades 9-10</p>

- Reading Endorsed teacher or Reading Certified teacher.
- Intensive Reading, single period class.
- Rotational model of instruction with teacher-led small group (5-7 students)
- Students who do not respond to the initial instruction will be remediated in small group/teacher led instruction based on student data in areas of deficiency.
- Students will be progress monitored monthly through common assessments, practice on Official SAT Practice/Khan Academy, and Teengagement diagnostic assessments.
- If data-driven student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction.

FSA score range for Intensive Reading, grades 9-10:

9 th Grade	FSA Reading: Levels 1 or 2
10 th Grade	FSA Reading: Levels 1 or 2
11 th Grade	FSA Reading: Levels 1 or 2
12 th Grade	FSA Reading: Levels 1 or 2

MTSS SUPPORT AND INTERVENTIONS

MTSS	Identification	Support Provided
Tier 3	Grade 10 284-333 Level 10 FSA-Reading; Achieve 3000 (Grades 9-10 Intensive Reading) monthly progress monitoring and teacher data; Teengagement & Official SAT Practice/Khan Academy (Grades 11-12 Intensive Reading) monthly progress monitoring and teacher data.	Tier 3: Teachers, school resource specialists, instructional coaches, or paraprofessionals will support 1:1 or small group (3-5) standards-based and strategy-based lessons to support specific areas of need related to six components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension) beyond the classroom instructional minutes. Progress monitoring will include Achieve 3000 (grades 9-10) and Teengagement (grades 11-12) as well as Official SAT Practice/Khan Academy (grades 11-12) assessments, in addition to classroom assessments, fluency running records, spelling inventories, and written responses.
Tier 2	Grade 10 334-349 FSA-Reading Achieve 3000 (Grades 9-10 Intensive Reading)	Tier 2: All students scoring below proficiency will be considered Tier 2 for MTSS and receive additional reading support in six components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension) as needed. Parents of all Tier 2 students will be notified. Tier 2 interventions will begin with Achieve 3000 (grades 9-10)

	monthly progress monitoring and teacher data; Teengagement & Official SAT Practice/Khan Academy (Grades 11-12 Intensive Reading) monthly progress monitoring and teacher data.	and Teengagement (grades 11-12), as well as Official SAT Practice/Khan Academy (grades 11-12) lessons in reading intervention class and school intervention time for a minimum of 45 minutes/week. Small group interventions may be established 1-4 times per week.
Tier 1	All Students FSA-Reading	Tier 1: All students scoring at or above proficiency will receive core instruction. Differentiated instruction provided in small groups in all ELA classrooms. Students' growth will be monitored through common assessments as well as through weekly practice on Official SAT Practice/Khan Academy (grades 9-12 ELA).