

Taylor 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: Sharon Hathcock
Contact Email: Sharon.hathcock@taylor.k12.fl.us
Contact Telephone: 850-838-2500

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	41	43	42	45	45	46	47

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	45	47	44	49	47	51	52

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
						13	12
White/African American	19	17	23	15	21		
White/Hispanic	1	1	9	0.5	9	5	0
Economically Disadvantaged/Non-Economically Disadvantaged						12	11
Students with Disabilities/Students without Disabilities						17	15
English Language Learners/ Non-English Language Learners	NA	NA	NA	NA	NA	NA	NA

* 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.

All reading related expenditures will support the district’s strategic plan vision: The students of the Taylor County School District will receive a rigorous and relevant education that prepares them to be college and career ready” and related goal “ELEVATE Taylor County Students.”

All K-12 reading related expenditures are expected to impact student achievement in a number of ways:

- Instructional coach positions will provide support for struggling ELA teachers and students.
- Professional development will enable instructional staff to learn how to more efficiently deliver high quality, rigorous instruction.
- Interim progress monitoring assessment will enable teachers to make sound instructional decisions regarding standards mastery and student needs.
- Supplemental programs and materials funding will be used to purchase additional complex text materials, computer-based ELA standards programs, and required remediation support.
- Summer reading camp expenditures will focus upon intensive reading instruction for all third grade FSA Level 1 students.

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 District Leadership Team which is comprised of the Directors of Exceptional Student Services, Student Support Services, and Instruction are responsible for collecting and reviewing 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.

School level data will be collected from multiple sources such as
 ELA state assessment data – Grades 3-10,
 STAR data – K and grades 6-10,
 I-Ready data – Grades K-5,
 Write Score data – Grades 3-10,
 ELA classroom grades – K-12

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

Data analysis of district progress monitoring results will be completed a minimum of three times per year at the beginning of the school year, mid-year, and at the end of the third nine weeks. Ongoing, formative standards mastery assessments are reviewed with intervention groups. Over the summer, both the district and the school based leadership teams review data collaboratively to identify areas of strength and weakness, problem solve, and develop actionable goals for the following school year.

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

Taylor County uses the Continuous Improvement Management System to provide the District Leadership Team and School Based Leadership Teams with a platform for school improvement planning and problem solving. This platform includes data visualization for needs assessment and goal development, and houses the school improvement plans. The District has a Strategic Plan which serves as an overarching plan. School leadership teams

complete periodic evaluations and a comprehensive needs assessment to prepare for district level school improvement visits. Taylor County school improvement visits are scheduled three times during the school year and serve as a forum to review school level data, assess needs, action plan, and determine progress made. After completing school level classroom walkthroughs and a thorough data review, the school and district teams work together to identify and implement school improvement initiatives. The LEA also strives to provide an efficient Multi-Tiered System of Support (MTSS) with sufficient professional development to enable the provision of high-quality standards-based instruction. Utilizing data – differentiated instruction to provide instructional supports and intervention that are directly correlated to student need is the ultimate goal. A district leadership summative meeting is held to analyze the results of the walkthroughs, facilitate vertical articulation and planning, share experiences across the school sites, and problem solve to meet student needs more effectively. When the school level data review of progress monitoring and EWS data indicate that students are not satisfactorily progressing toward attaining district goals through the interventions in place, the leadership teams work to determine what additional supports and/or resources could be put in place to meet the needs of the student.

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?

As a small rural district, the district team works in conjunction with the school leadership to monitor classroom instruction periodically to ensure that instruction is aligned to grade-level state standards. District level reviews of curriculum maps, pacing guides, digital lesson plans is completed periodically to monitor instructional alignment. The district focus during classroom walkthroughs are determining if instruction meets the rigorous intent of the standard and the level of student engagement.

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

At least every nine weeks, a sampling of lesson plans will be reviewed and associated with walkthroughs made by the leadership team. School improvement visit walkthroughs will also be made by the district leadership team focusing on the four “look fors” identified by school and associated with the school improvement plan. Debriefing summaries of average scores and observation notes will be shared and outcomes reviewed to revise or tweak instructional delivery plans.

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

This evidence is collected three times per year in conjunction with the District School Improvement visits. Additional data is analyzed by the school site at the end of the school year to assist in determining needs and developing action plans for the upcoming school 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.?**

School level literacy coaches or site administrators will be responsible for submitting all professional development funded through the Research Based Reading Instruction Allocation to the District Director of Personnel who manages the district master inservice plan.

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

15,000

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

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

English/Language Arts Subject Content 1-008-001, ESE 1-105-008, Reading Subject Content – 1-013-001, ESE 1-105-011

2-100-002 – Reading Instruction – Integrating a Multi-Sensory Approach for Students with Disabilities or other Diverse Learning Needs

2-013-002 – Reading Instruction – Integrating a Multi-Sensory Approach

2-100-018 (001) – Reading Difficulties, Disabilities and Dyslexia

2-409-001 – Language Reading Connection

2-404-001 – Universal Design for Learning – Lesson Plans

8-415-001 – Multi-Tiered System of Support: An Introduction

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 from an accredited educational institution.
- (2) Three (3) years successful teaching experience.
- (3) Experience in presenting educational training programs with a demonstrated knowledge and practice of Language Arts or Reading preferred.
- (4) Valid Florida teacher certification in appropriate area.
- (5) Reading certification preferred.
- (6) Must meet the Every Student Succeeds Act regulations and requirements.
- (7) Satisfactory criminal background check and drug screening.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of child growth and development and especially of characteristics of students/children in the age group assigned. Knowledge of prescribed curriculum. Basic understanding and knowledge of current technology. Knowledge of learning styles. Ability to use varied teaching methods. Knowledge of current trends, research and best practices related to education. Knowledge of School Board policies and practices as they relate to teaching. Ability to handle problems, concerns and emotional distress with sensitivity and tact. Ability to communicate orally and in writing with students, parents, and others. Ability to plan, establish priorities and implement activities for maximum effectiveness. Ability to assess levels of student achievement effectively, analyze test results, and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work with parents. Ability to work effectively with peers, administrators and others. Knowledge of Florida Educator Accomplished Practices and Teacher Competencies.

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

The Taylor County School District currently has four full-time reading/literacy coaches. Each of the instructional coaches serve certain grade spans. One is assigned K-2 level, one at the 3-5 level, one at the 6-8 level, and one at the 9-12 level. 50% of all reading coaches' salaries are funded through the RBR 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.**

The Taylor County School District is basically a single feeder school district. Literacy coaches serve grade spans supporting struggling teachers and students.

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

- a. **Elementary:**1
- b. **Middle:**0.5
- c. **High:**0.5

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

The effectiveness of literacy coaches is determined via the school-wide ELA outcomes in addition to the use of the district instructional coach evaluation system.

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

145,470.00

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?**

Currently, the district is focusing intervention efforts at the 3rd-5th grade level. One reading intervention teacher is collaboratively funded through RBR, SAI, and Title I.

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.**

A review of the ELA data indicated that our students in the elementary grades struggled with proficiency. 52% of the total population scored below a level 3 on the 2018 FSA ELA. Baseline progress monitoring assessments indicated that 43.85% of the total population scored below the 25th percentile on the August 2018 assessment.

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

- a. Elementary:0.5
- b. Middle:0
- c. High:0

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

25,000.00

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.:

ELA materials for differentiated instruction and related interventions for struggling students will include:

Failure Free Reading

STAR

Accelerated Reading

I-Ready

Trade books to support core reading instruction

Test Preparation Materials

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

15,000.00

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.

Additional funding will be allocated from Title I for grades K-5 and Title V for grades 6-12.

Summer Reading Camps

Please complete the following questions regarding SRC:

- 1. **SRC Supervisor Name:** Cherie LaValle
- 2. **Email Address:** cherie.lavalle@taylor.k12.fl.us
- 3. **Phone Number:** 850-838-2530

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

Taylor County Elementary School
Steinhatchee School

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

- a. **Start Date:**6/4/19
- b. **Which days of the week is SRC offered:** Monday, Tuesday, Wednesday, and Thursday
- c. **Number of instructional hours per day in reading:**5
- d. **End Date:**7/5/19
- e. **Total number of instructional hours of reading:**85

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.?

Summer Reading Camp instructor application includes a section regarding teacher training, experience, and qualifications. Student scores will be analyzed to determine teacher effectiveness with struggling readers. Student intervention data will also be analyzed to determine teacher effectiveness with struggling readers in tier 2 and 3 intervention groups.

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)?

If funding is available, approximately 20 second grade step-up slots will be provided for entering third graders in need of additional reading support. Funding for this program will be secured out of Title I and SAI.

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

Pre- and post-test data, along with utilization reports will be used to determine impact upon student learning. The SAT 10 Reading Comprehension subtest will be used as the pre and post measure.

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	0
District expenditures on reading coaches	145,470
District expenditures on intervention teachers	25,000
District expenditures on supplemental materials or interventions	20296
District expenditures on professional development	15,000
District expenditures on summer reading camps	10,000
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	215,766
Amount of district research-based reading instruction allocation for 2019-2020	215,766

APPENDIX A

Taylor County K-12 Reading Plan Collaborative Planning Final Review Meeting

Date: 4/29/19 Time: 3:15 - 4:30 PM

1. **Purpose:** To demonstrate that the K-12 Comprehensive Research –Based Reading Plans has been developed 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 contract 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.

2. Review of Related Requirements

a. District ELL/ESOL Plan

Rule 6A-6.0904, FAC, Equal Access to Appropriate Programming for Limited English Proficient Students

Rule 6A-0905, FAC, Requirements for the District Limited English Proficient Plan

b. Student Education Policies and Procedures

<http://beess.fcim.org/sppDistrictDoc.aspx>

Section G: General Education Intervention Procedures

3. Collaboration Plan:

- a. Reviewed reading plan
- b. Plan has been presented at coaches’ meeting
- c. Present at upcoming Principal meeting and get signatures
- d. DA visits 3 times a year
- e. Develop a chart for use at each school site that will make it easier to see Tiers 1, 2, and 3 and show what interventions are being used for students in each tier
- f. Taylor County uses the Continuous Improvement Management System to provide the District Leadership Team and School Based Leadership Teams with a platform for school improvement planning and problem solving. This platform includes data visualization for needs assessment and goal development, and houses the school improvement plans. The District has a Strategic Plan which serves as an overarching plan. School leadership teams complete periodic evaluations and a comprehensive needs assessment to prepare for district level school improvement visits. Taylor County school improvement visits are scheduled three times during the school year and serve as a forum to review school level data, assess needs, action plan, and determine progress made. After completing school level classroom walkthroughs and a thorough data review, the school and district teams work together to identify and implement school improvement initiatives. The LEA also strives to provide an efficient Multi-Tiered System of Support (MTSS) with sufficient professional

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;

Taylor County School District 2019-20 Reading Plan DT-1
Perry Primary, Steinhatchee School, & Taylor County Elementary School

Kindergarten – 5th Grade

IF:	Criteria:	Then:	Program and Interventions																																												
<p>Green (Tier 1) - no obvious reading deficiency</p>	<p>FLKRS (Kindergarten) – Transitional Readers (675-774) and Probable Readers (775-900)</p> <p>i-Ready – on or above grade level (green)</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>AP1</th> <th>AP2</th> <th>AP3</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>362-395</td> <td>396-423</td> <td>424-479</td> </tr> <tr> <td>1</td> <td>434-457</td> <td>458-479</td> <td>480-536</td> </tr> <tr> <td>2</td> <td>489-512</td> <td>513-536</td> <td>537-560</td> </tr> <tr> <td>3</td> <td>511-544</td> <td>545-560</td> <td>561-602</td> </tr> <tr> <td>4</td> <td>557-578</td> <td>579-602</td> <td>603-629</td> </tr> <tr> <td>5</td> <td>581-608</td> <td>609-629</td> <td>630-640</td> </tr> </tbody> </table> <p>FSA Levels 3, 4, or 5 (Level 3 students should be evaluated carefully – they may need additional support)</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>Level 3</th> <th>Level 4</th> <th>Level 5</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>300-314</td> <td>315-329</td> <td>330-360</td> </tr> <tr> <td>4th</td> <td>311-324</td> <td>325-339</td> <td>340-372</td> </tr> <tr> <td>5th</td> <td>321-335</td> <td>336-351</td> <td>352-385</td> </tr> </tbody> </table>		AP1	AP2	AP3	K	362-395	396-423	424-479	1	434-457	458-479	480-536	2	489-512	513-536	537-560	3	511-544	545-560	561-602	4	557-578	579-602	603-629	5	581-608	609-629	630-640		Level 3	Level 4	Level 5	3rd	300-314	315-329	330-360	4th	311-324	325-339	340-372	5th	321-335	336-351	352-385	<p>1) Continue core instruction on or above grade level in English/Language Arts (90 min reading instruction).</p> <p>2) Continue enrichment in high level reasoning skills, vocabulary, reading comprehension, fluency, and writing.</p> <p>3) As needed, provide differentiated small group instruction using grade level and above grade level text during the 90 minutes reading block.</p> <p>4) Provide a variety of opportunities to strengthen content area reading and research through various activities.</p> <p>5) Monitor the student i-Ready instructional usage report, lessons passed, along with classroom assessments and observations.</p>	<p>1) HMH Florida Journeys</p> <p>2) Ready LAFS Workbook (or digital access)</p> <p>3) i-Ready online – individualized instructional path</p> <p>4) Appropriate leveled text for small group/guided reading</p> <p>5) Literacy/Literature Circles (3-5)</p> <p>6) Extension activities (ex. Scholastic News and/or Story Works publications)</p> <p>7) AR Reading Program</p>
	AP1	AP2	AP3																																												
K	362-395	396-423	424-479																																												
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<p>Yellow (Tier 2)– slight reading deficiency</p>	<p><i>*Students who fall in this category should have additional diagnostics to determine phonological awareness level, phonics level, and fluency scores.</i></p>	<p>Students in this range MUST have an Academic Improvement Plan.</p> <p>1) Continue core instruction on or above grade level in English/Language Arts (90 min reading instruction)</p>	<p>1) HMH Florida Journeys</p> <p>2) Phonics for Reading by Anita Archer</p> <p>3) Ready LAFS Workbook (or digital Toolbox access)</p>																																												

FLKRS (Kindergarten) – Late Emergent Readers (488-674)

i-Ready – up to one grade level below current grade level (yellow)

	AP1	AP2	AP3
K	<362	<396	<424
1	362-395	396-423	424-479
2	434-457	458-479	480-536
3	489-512	513-536	537-560
4	511-544	545-560	561-602
5	557-578	579-602	603-629

FSA Level 2 (Level 3 students should be evaluated carefully – they may need additional support)

	Level 2
3rd	285-299
4th	297-310
5th	304-320

STAR Reading (3rd grade): 50%tile needed for promotion

adding differentiated small group focused on students’ needs (iReady: Diagnostic Results, Instructional Grouping, Group Report).

2) Provide a variety of opportunities to strengthen content area reading and research through various activities.

3) Monitor the student i-Ready instructional usage report, lessons passed, along with classroom assessments and observations.

4) Specific interventions must be monitored monthly and reviewed at the monthly MTSS meetings. If interventions are not successful should be evaluated for fidelity of implementation. If intervention(s) is not working, it should be ended, and new intervention put into place.

5) Parent notification of reading deficiency.

6) Parent support and guidance on a “read-at-home plan.”

4) i-Ready online – individualized instructional path – Instructional Grouping Profile report for specific interventions for specific areas of reading. *I-Ready Tools for Instruction Lessons that provide opportunities to implement multisensory strategies (PD and support from Instructional Coach)

5) Additional diagnostics such as ERDA, Cool Tools, or DAR as needed

6) Appropriate leveled text for small group/guided and INDIVIDUAL reading.

7) Literacy/Literature Circles (3-5)

8) Journeys intervention materials

9) STAR/AR Reading Program

* Interventions should focus on the individual student’s needs as identified by both the diagnostic test(s) and teacher observation. Interventions must include instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension as appropriate.

*The MTSS Team must identify and prioritize interventions accordingly.

<p>Red (Tier 3)– substantial reading deficiency</p>	<p><i>*Students who fall in this category should have additional diagnostics to determine phonological awareness level, phonics level, and fluency scores.</i></p> <p>FLKRS (Kindergarten)– Early Emergent Readers (300-487)</p> <p>DAR Assessment</p> <p>i-Ready – more than one grade level below current grade level (red) *50%tile needed (535) for 3rd grade promotion</p> <table border="1" data-bbox="453 695 852 979"> <thead> <tr> <th></th> <th>AP1</th> <th>AP2</th> <th>AP3</th> </tr> </thead> <tbody> <tr> <td>K</td> <td></td> <td>Emerging K</td> <td></td> </tr> <tr> <td>1</td> <td><362</td> <td><396</td> <td><424</td> </tr> <tr> <td>2</td> <td><396</td> <td><424</td> <td><480</td> </tr> <tr> <td>3</td> <td><458</td> <td><480</td> <td><537</td> </tr> <tr> <td>4</td> <td><513</td> <td><537</td> <td><561</td> </tr> <tr> <td>5</td> <td><545</td> <td><561</td> <td><603</td> </tr> </tbody> </table> <p>SAT10 (3rd Grade)– 45th percentile needed for 3rd grade promotion</p> <p>STAR Reading (3rd grade): 50%tile needed for promotion</p> <p>FSA Level 1 (Level 2 and level 3 students should be evaluated carefully – they may need additional support)</p> <table border="1" data-bbox="520 1369 783 1406"> <tr> <td></td> <td>Level 1</td> </tr> </table>		AP1	AP2	AP3	K		Emerging K		1	<362	<396	<424	2	<396	<424	<480	3	<458	<480	<537	4	<513	<537	<561	5	<545	<561	<603		Level 1	<p>Students in this range MUST have an Academic Improvement Plan.</p> <ol style="list-style-type: none"> 1) Continue implementation of tier 2 strategies. 2) Students receive additional intervention service, outside the 90-minute reading block, from a highly qualified reading endorsed, pursuing reading endorsement, or reading certified teacher. B-Course Code-FNC BAS SKLS READ 5010020. 3) The student’s parents MUST be informed of the reading deficiency using the TCSD Reading Deficiency letter. 4) A parent conference MUST be held. 5) Parent support and guidance on a “read-at-home plan.” 6) Along with Tier 2 intervention, the student MUST be provided “intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency” per Florida Statute 1008.25 (paragraph 5). 7) Interventions must be monitored every two weeks and reviewed at least once a month at the MTSS meeting. 	<ol style="list-style-type: none"> 1) HMH Florida Journeys 2) Phonics for Reading by Anita Archer 3) Ready LAFS Workbook (or digital Toolbox access) 4) i-Ready online – individualized instructional path – Instructional Grouping Profile report for specific interventions for specific areas of reading. *I-Ready Tools for Instruction Lessons that provide opportunities to implement multisensory strategies (PD and support from Instructional Coach) 5) Monthly STAR Reading test 6) Additional diagnostics such as ERDA, Cool Tools, or DAR as needed 7) Bright Fish Reading online program (2-5) 8) Appropriate leveled text for small group/guided and INDIVIDUAL reading. 9) Literacy/Literature Circles (3-5) 10) Journeys Toolkit-intervention materials. 11) Fontas & Pinnell Leveled Readers (K-2) 12) Oral Reading Probes (K-2) 13) STAR/AR Reading Program
	AP1	AP2	AP3																														
K		Emerging K																															
1	<362	<396	<424																														
2	<396	<424	<480																														
3	<458	<480	<537																														
4	<513	<537	<561																														
5	<545	<561	<603																														
	Level 1																																

	3rd	204-284		<p>8) Interventions that are not successful should be evaluated for fidelity of implementation. If the intervention is truly not working, then it should be ended, and a new intervention should be put into place.</p> <p>9) The student’s parents MUST be provided with information about how the student responded to the interventions provided at the end of the school year.</p>	<p>14) FCRR Student Center Activities (*continued PD with Instructional Coach)</p> <p>15) “Multi-Sensory Magic” methods from Kendore Learning physical movements for phonological awareness, sentence formation, punctuation, movement games for decoding and card games that increase working memory and improve executive functioning. Components of a lesson are REACH (repeat, expressive activities, allow for success, chunk information and hands-on). <i>*PD will be provided during 2019-20</i></p> <p>* Interventions should focus on the individual student’s needs as identified by diagnostic tests & teacher observation.</p> <p>*The MTSS Team must identify and prioritize interventions accordingly.</p>
	4th	251-296			
	5th	257-303			

Taylor, TCMS Reading ELA, Chart DT2 (June 2019)
2019-20

Screening and Progress Monitoring Assessments	Dates	If	Then	Program/Materials/Strategies
<p>Grades 6-8 Screening: FSA ELA Spring 2019, all students Grades 5-7</p> <p>Grades 6-8 Progress Monitoring: I Ready Reading Diagnostic and Standards Mastery, all students</p> <p>Green-On (mid/late) or Above Grade Level</p> <p>Yellow-On Grade Level Below or Early on Grade Level</p> <p>Red: Two or more Grade Levels Below,</p>	<p>Spring 2019</p> <p>AP1- August 2019</p> <p>AP2- December 2019</p> <p>AP3- March 2020</p>	<p>2019 FSA ELA Score is at Proficiency level 3, 4, 5, on or above grade level</p> <p>Grade 5 Scale Score is at or above 321</p> <p>Grade 6 5 Scale Score is at or above 326</p> <p>Grade 7 5 Scale Score is at or above 333</p> <p>I Ready Reading Scale Scores AP1-Proficient Green Zone</p> <p>6th Grade Scale Scores at or above 598</p> <p>7th Grade Scale Scores at or above 609</p> <p>8th Grade AP Scale Scores at or above 620</p> <p>STAR Reading Scale Scores AP2-Proficient</p> <p>6th Grade Scale Scores at or above 616</p> <p>7th Grade Scale Scores at or above 632</p> <p>8th Grade AP Scale Scores at or above 642</p>	<p>Students will be placed in a grade level Reading class <u>and</u> LA class.</p> <p><u>M/J Reading</u> 1008010, 1008040, 1008070</p> <p><u>M/J Language Arts</u> 1001010, 1001040, 1001070</p> <p>Teachers will be reading endorsed, reading certified or pursuing endorsement</p> <p>Provide grade leveled standards based instruction that provides rigor, such as analyzing and evaluating concepts, processes, and procedures, and principles.</p> <p>Consider individual students' strengths & weaknesses in vocabulary, and comprehension targeting instruction/enrichment as needed.</p>	<p>Tier 1-all st6udents receive high quality, differentiated, culturally responsive core academic instruction.</p> <p>Core Curriculum Reading: FL Collections Core Reading Program aligned with Florida Standards Grades 6, 7, 8 Standards based instruction</p> <p>Core Curriculum Language Arts: for Grade 6, 7, 8 Standards based writing instruction, FL Collections</p> <p>Novel Units, Study Island, CPALMS, CommonLit.org, APEX, Write Score Resources</p> <p><u>Progress Monitoring:</u> I Ready, Write Score</p> <p>I Ready, I Ready Toolkit, I Ready Resources used for enrichment opportunities for those students on and above grade level; targeted and small group activities.</p> <p><u>Instructional Strategies:</u> Close Reading, Text Dependent Writing, Vocabulary Strategies, Summarizing Strategies, Collaborative Strategies</p> <p><u>Content Areas:</u> Complex text, Graphic Organizers, Writing, Annotation, Comprehension strategies, Content area writing, Vocabulary Strategies</p>

		STAR Reading Scale Scores AP3-Proficient 6 th Grade Scale Scores at or above 641 7 th Grade Scale Scores at or above 654 8 th Grade AP Scale Scores at or above 670		
Grades 6-8 Screening: FSA ELA Spring 2019, all students, Grades 5-7	Spring 2019	FSA ELA Score is at Level 2 OR 1, student may be one to two years below reading level, (STAR IRL) Grade 5 Scale Score between 257-320 Grade 6 5 Scale Score between 259-325 Grade 7 5 Scale Score between 267-332	Students will be placed in a grade level Reading class and <u>LA Class</u> . M/J Reading 1008010, 1008040, 1008070 M/J Language Arts 1001010, 1001040, 1001070 Teachers will be reading endorsed, reading certified or pursuing endorsement Provide grade leveled standard based instruction using whole and small group instruction, Include reading/writing/vocabulary activities to enhance comprehension skills. Explicit/guided grade level instruction will include using analyzing and evaluating concepts, processes, and procedures, and principles rather than just remembering (rote learning).	Tier 2-supplemental, small group instructional interventions are provided in addition to tier 1 core instruction. Interventions are designed to match the needs of students identified as at risk through screening and progress monitoring. Targeted instruction is provided 2-3 times per week. <u>Tier 2 students will receive Targeted Small Group Instruction in Reading and Language Arts classes.</u> Build rapport to increase student motivation and engagement in literacy learning. Increased opportunities for extended discussion of text meaning and interpretation, explicit scaffolding of citing evidence from text.
Grades 6-8 Progress Monitoring: I Ready Reading, all students Green-On (mid/late) or Above Grade Level Yellow-On Grade Level Below or Early on Grade Level Red: Two or more Grade Levels Below	AP1- August 2019 AP2- December 2019 AP3- March 2020	I Ready Reading Yellow Zone, Percentile Rankings 35-69 AP1 (Grades 6-8) Standard View and End of Year View 6 th 558-603 7 th 570-617 8 th 583-631 I Ready Reading Yellow Zone, Percentile Rankings 35-69 AP2 (Grades 6-8) End of Year View 6 th 568-614	Explicit/guided grade level instruction will include using analyzing and evaluating concepts, processes, and procedures, and principles rather than just remembering (rote learning). Consider individual students' strengths & weaknesses using I Ready Diagnostic and	Core Curriculum Reading: FL Collections Core Reading Program aligned with Florida Standards Grades 6, 7, 8 Standards based instruction Tier 2 students will receive Small Group Instruction in Reading and Language Arts classes. Core Curriculum Language Arts: for Grade 6, 7, 8 Standards based writing instruction, FL Collections Tier 2 students will receive Small Group Instruction in Reading and Language Arts classes. I Ready, I Ready Toolkit, I Ready Resources, <u>monthly progress monitoring</u> (Reading/LA) Novel Units, Study Island, CPALMS, Commonlit.org, Write Score Resources

		<p>7th 578-626 8th 591-637</p> <p>I Ready Reading Yellow Zone, Percentile Rankings AP3 (Grades 6-8) End of Year View 6th 571-618 7th 582-627 8th 596-638</p>	<p>Standards Mastery for targeting individual and small group instruction and providing customized differentiated instruction</p> <p><u>I Ready Yellow Zone Percentile Rankings of Below 35th Percentile</u> Implement Tiered interventions as needed AND data suggests, adjust instruction as needed, progress monitor using I Ready monthly, provide enhanced instruction in comprehension and vocabulary strategies, evaluate for fluency and decoding if deemed necessary, add intensive reading class if necessary.</p> <p>MtSS- student support team meets to design intensive intervention plan as needed.</p> <p>Parent Notification- Parents will be notified that their student has not yet met FSA ELA grade Level proficiency based on scoring a level 1 or 2 on FSA ELA <u>and may be</u> placed in an intensive reading class as data sources indicate. Student progress will be monitored using STAR ELA.</p>	<p><u>Progress Monitoring:</u> I Ready, Write Score</p> <p><u>Instructional Strategies:</u> Close Reading, Text Dependent Writing, Vocabulary Strategies, Summarizing Strategies, Collaborative Strategies</p> <p><u>Content Areas:</u> Complex text, Graphic Organizers, Writing, Annotation, Comprehension strategies, Content area writing, Vocabulary Strategies</p> <p><u>Reading Supplemental Materials:</u> I Ready Resources, Additional I Ready Progress Monitoring, Novel Units, Write Score Resources, CPALMS, Study Island, Jamestown Materials, Fluency Practice, Rewards-vocabulary and decoding, and Vocabulit vocabulary resources.</p>
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			Potential data sources: FSA ELA scores, class grades and midterms, progress monitoring data, teacher recommendation or anecdotal evidence.	
<p>Grades 6-8 Screening: FSA ELA Spring 2019, all students Grades 5-7</p>	Spring 2019	<p>FSA ELA Score at Level 1 for 3 consecutive years, student scores two or more years below reading level, (I Ready Red Zone)</p> <p>Grade 5 Scale Score between 257-303</p> <p>Grade 6 5 Scale Score between 259-308</p> <p>Grade 7 5 Scale Score between 267-317</p> <p>I Ready Reading AP1 Yellow Zone, Percentile Rankings 35-69th</p>	<p>Students will be placed in a grade level Reading class, LA Class and an Intensive Reading class</p> <p>M/J Reading 1008010, 1008040, 1008070</p> <p>M/J Language Arts 1001010, 1001040, 1001070</p> <p>M/J Intensive Reading 1000010</p> <p>Teachers will be reading endorsed, reading certified or pursuing endorsement, 6th Grade teachers providing Tier 3 intensive reading interventions must be reading endorsed by July 2020, FS 1011.62(9)(c)7(d).</p>	<p>Tier 3-supplemental, individualized, and customized intervention in smaller group format and delivered with greater frequency and duration, interventions are tailored to meet student need.</p> <p><u>Tier 3 students will receive Targeted Small Group Instruction in Reading and Language Arts classes.</u></p> <p>In addition to:</p> <p><u>Intensive Reading Class:</u></p> <p>I Ready Diagnostic and individualized instructional pathway, I Ready tools for instructional interventions, I Ready Toolbox remedial lessons, small group instruction. Students will receive customized intensive instruction using I Ready data and resources.</p>
<p>Grades 6-8 Progress Monitoring: I Ready Reading, all students</p> <p>Yellow-On Grade Level Below or Early on Grade Level</p> <p>Red: Two or more Grade Levels Below</p>	<p>AP1- August 2019</p> <p>AP2- December 2019</p>	<p>Red Zone, Percentile Rankings below 34th AP1 (Grades 6-8) Standard View and End of Year View</p> <p>6th Below 556</p> <p>7th Below 559</p> <p>8th Below 581</p>	<p>Using I Ready: Student Diagnostic Report to analyze mastery scores on all domains to determine areas in need of intervention and support.</p> <p>Use Student Instructional Planning report to determine specific skill areas to be targeted through differentiated instruction</p>	<p>I Ready Toolkit, I Ready Resources, <u>twice monthly progress monitoring</u>, (Intensive Reading)</p> <p>Additional as needed and data suggests:</p> <p>Phonological Awareness: Just Read Florida resources and activities for PA, Rewards Phonemic awareness activities -Oral components of Rewards lessons</p> <p>Phonics: Rewards, Rewards Plus- Word Parts to words</p>

<p>I Ready Digital Program and Toolkit</p>	<p>AP3- March 2020</p>	<p>I Ready Reading Yellow Zone, Percentile Rankings 35-69th</p> <p>Red Zone Below 34th AP2 (Grades 6-8) End of Year View 6th Below 613 7th Below 624 8th Below 636</p> <p>I Ready Reading Yellow Zone, Percentile Rankings</p> <p>Red Zone, Below 34th AP3 (Grades 6-8) End of Year View 6th Below 570 7th Below 581 8th Below 595</p>	<p>Student Individualized Path in I Ready program Provide targeted intervention through increased intensity and individualized or small group settings. Consider use of additional reading diagnostic assessments as needed and data suggests.</p> <p>Parent Notification- Parents will be notified that their student has not yet met FSA ELA grade Level proficiency based on scoring a level 1 for multiple years <u>and</u> will be placed in an intensive reading class as data sources indicate. Student progress will be monitored two times per month using I Ready Diagnostic Assessments and Resources.</p> <p>MtSS-student support team meets to design intensive intervention plan as needed.</p> <p>Potential data sources: FSA ELA scores, class grades and midterms, progress monitoring data from I Ready, Intervention/MtSS data, teacher recommendation or anecdotal evidence.</p>	<p>Fluency: Jamestown Fluency, Six Minute Solutions, Fry Phrases, Timed Readings Plus- Repeated Readings</p> <p>Vocabulary: Florida Collections Digital- Word Sharp, Grammar Notes, Vocabulary Affixes- Word Acquisition, word knowledge, and comprehension, Vocabulit- Word Acquisition, word knowledge, comprehension including word relationship activities, Study Island.com-multi grade level practice available</p> <p>Comprehension: FL Collections-close reading workbook, digital tools</p> <p>Jamestown Materials-comprehension skills and strategies, high interest non-fiction, literature Study Island-standard based mini lessons, extended practice, whole group, small group, probes, game mode available</p> <p>Writing: Write Score Resources Progress Monitoring- Write Score resources and mini lessons to support standards based writing, individualized or small group instruction. Use Study Island mini lessons and extended practice to improve standard based writing. Use Quill.org to support individualized practice in Grammar/Conventions</p>
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<p>Additional Notes: All students who score at an FSA ELA level one or two may be placed into an Intensive Reading course for the purpose of remediation and/or a more in depth focus on strategies in specific domains. Courses intended for FSA/ELA reading remediation use I Ready program including I Ready supplemental resources and instruction.</p> <p>For students who have not responded to a specific reading intervention delivered with fidelity and initial intensity (time and group size), reading intervention instruction and or materials may be changed based on student data and need.</p>				

Taylor County
 Chart DT3 (High School)
 2019-20

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>Grade 9-12 Screening: FSA ELA Spring 2019 All Students</p> <p>Progress Monitoring STAR ELA, Write Score 9th Grade all students, 10th Grade all students, 11th Grade Retakes & 12th Grade Retakes</p> <p>Note: Retakes: an 11th grade or 12th grade student scoring below proficiency (level 3) on FSA ELA 10th grade, the FSA ELA score is used to indicate that the ELA requirement</p>	<p>Progress Monitoring Write Score</p> <p>Assessment Periods Write Score</p> <p>Assessment # 1. August, 2019</p> <p>Assessment #2: December, 2019</p> <p>Assessment #3: February 2020</p>	<p>FSA ELA Proficiency Score is level 3, 4, 5</p>	<p>Provide rigorous grade-level instruction, such as analyzing and evaluating concepts, processes, procedures, and principles rather than just remembering facts (rote learning) to meet grade level preparation for FSA ELA standards and for college preparation.</p> <p>Consider individual students' strengths and weaknesses in vocabulary and comprehension for targeting differentiated instruction</p>	<p>Tier 1-Core Curriculum: <i>SpringBoard</i> Common Core, Grades 9-12 CPALMS, Study Island, Scholastic Magazines, Write Score Resources, APEX courses, APEX tutorials, CommonLit, the Learning Network</p> <p><u>Instructional Strategies</u> include: Close Reading, Text Dependent Writing, Cornell Notes, Summarizing Strategies, Questioning Routines, Collaborative Strategies, Vocabulary Strategies, Text Discussions, Informational Text, including texts in social studies and science, Compare/Contrast, Projects</p> <p><u>Content Areas:</u> Complex text, Graphic Organizers, Argumentative and Expository Writing, Annotation Strategies, Comprehension Strategies, Vocabulary Strategies, Advance Organizers</p>

<p>for graduation has been met.</p>		<p>FSA ELA scores at level 1 or 2</p>	<p>In addition to the core ELA Course, student is placed in a year-long reading class where he/she will receive: reading/writing/vocabulary strategies to enhance comprehension skills, grade-level rigorous instruction, such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts (rote learning) to meet grade level preparation for FSA ELA standards and for college and career preparation. Both English and Reading teachers will receive a spreadsheet with their student FSA data broken down by scale score and categories. Students who score a Level 1 (Tier 3 interventions) or Level 2 (Tier 2 interventions) will be highlighted in their spreadsheets so that the appropriate interventions can be provided according to their needs. Students in grade 9 who score a Level 2 on the 8th grade FSA ELA assessment are placed in Reading 1 (course number 1008300); students in grade 10 who score a Level 2 on the 9th grade FSA ELA assessment are placed in Reading 2 (course number 1008310). Students in grade 9 who score a Level 1 on the 8th grade FSA ELA assessment</p>	<p>Tier 2-Reading Supplemental Curriculum: <i>FL Collections</i> Core Reading Program aligned with Florida Standards Grades 9-12, Write Score Resources, CPALMS Resources, Study Island, vocabulary and decoding, APEX courses, APEX tutorials, CommonLit, Study Skills, Test-taking Skills, USA Test Prep</p> <p><u>Progress Monitoring:</u> Write Score</p> <p><u>Instructional Strategies</u> include: Close Reading, Text Dependent Writing, Cornell Notes, Summarizing Strategies, Questioning Routines, Collaborative Strategies, Vocabulary Strategies, Text Discussion, Informational Text, including texts in social studies and science, Compare/Contrast, Projects</p> <p><u>Content Areas:</u> Complex text, Graphic Organizers, Argumentative and Expository Writing, Annotation Strategies, Comprehension Strategies, Vocabulary Strategies. Advance Organizers</p>
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			<p>are placed in Intensive Reading (course number 1000410); students in grade 10 who score a Level 1 on the 9th grade FSA ELA assessment are placed in Intensive Reading (course number 1000410).</p> <p><u>Parent Notification:</u> Parents will be notified that their student has been identified as having a reading deficiency based on scoring a level 1 or level 2 on FSA ELA and will be placed in a reading/intensive reading class for remediation. Student progress will be monitored using STAR ELA.</p>	<p>Tier 3- Intensive Reading Additional supplemental curriculum: BrightFish Reading</p>
		<p>Grade 11/12 FSA scores at Level 1 <u>or</u> 2</p>	<p>11th and 12th Grade students who have not achieved proficiency scores on FSA ELA will be placed in a semester to year-long intensive reading class (course number 1000410) where they will receive instruction in high-level reasoning skills, vocabulary skills and strategies, reading comprehension strategy instruction required to meet FSA ELA Proficiency standards (level 3 or above), and/or the concordant score on ACT or SAT assessments. In the intensive reading courses, 51% achieved the concordant score on the ACT and SAT.</p>	<p>Build a rapport to increase student motivation and engagement in literary learning.</p> <p><i>FL Collections</i>, Study Island, FLDOE ELA Grade 9/10 Toolkit, Be A Better Reader, Write Score Instructional Strategies, APEX courses, APEX tutorials, USA Test Prep</p> <p>ACT/SAT: ACT Test Prep materials, SAT Test Prep materials, KHAN Academy linking resources</p>

				<p><u>Instructional Strategies</u> include: Close Reading, Text Dependent Writing, Cornell Notes, Summarizing Strategies, Questioning Routines, Collaborative Strategies, Vocabulary Strategies, Semantic Maps, <i>Wordly Wise</i>, Projects, Text Discussion, Informational Text, including texts in social studies and science, Projects</p> <p><u>Content Areas:</u> Complex text, Graphic Organizers, Argumentative and Expository Writing, Annotation Strategies, Comprehension Strategies, Vocabulary Strategies, Advance Organizers</p>
		Grade 9/10 FSA scores at Level 1	<p>9th and 10th grade students who scored in the Level 1 range of FSA ELA will be placed in a year-long reading class receiving whole and small group instruction. Students will be assessed using STAR ELA in order to identify areas of deficiency. Further, student progress will be monitored using formal and informal assessments, STAR ELA, Write Score, <i>FL Collections</i>, Study Island, and other teacher created standard based assessments. Students in grade 9 who score a Level 1 on the 8th grade FSA ELA assessment are placed in Intensive Reading (course number 1000410); students in grade 10 who score a Level 1 on the 9th grade FSA ELA assessment are placed in Intensive Reading (course number 1000410).</p> <p>Assess fluency rate using High School FCRR FORF Assessment 1; if not fluent, work on</p>	<p>Build a rapport to increase student motivation and engagement in literary learning.</p> <p><i>FL Collections</i>, Study Island, FLDOE ELA Grade 9/10 Toolkit, Be A Better Reader, APEX courses, APEX tutorials, USA Test Prep, BrightFish Reading</p> <p>Assess Fluency rate using High School FCRR FORF Assessment 1; if not fluent, work on fluency rate, accuracy and comprehension; if fluent, work on comprehension, vocabulary, and close reading strategies.</p> <p>If student's score indicates a difficulty with comprehension (includes speaking and listening), word knowledge (included language acquisition) and language</p>

			<p>fluency rate, accuracy and comprehension; if fluent, work on comprehension strategies.</p>	<p>knowledge (or the use of Standard English) increase opportunities for extended discussion of meaning of text and interpretation, explicit scaffolding, close reading strategies.</p> <p><u>Instructional Strategies</u> include: Close Reading, Text Dependent Writing, Cornell Notes, Summarizing Strategies, Questioning Routines, Collaborative Strategies, Vocabulary Strategies, Text Discussion, including informational texts in social studies and science, Projects</p> <p><u>Content Areas:</u> Complex text, Graphic Organizers, Argumentative and Expository Writing, Annotation Strategies, Comprehension Strategies, Vocabulary Strategies, Advance Organizers</p>
		<p>Grade 9/10 FSA scores at Level 2</p>	<p>Students will be placed in a year-long reading class receiving whole and small group instruction depending on STAR percentile or scale score range in addition to the FSA Score of Level 2. Students at the upper end of this STAR ELA range may or may not be placed in a reading class as staffing patterns permit. Students in grade 9 who score a Level 2 on the 8th grade FSA ELA assessment are placed in Reading 1 (course number 1008300); students in grade 10 who score a Level 2 on the 9th grade FSA ELA assessment are placed in Reading 2 (course number 1008310).</p>	<p>Build a rapport to increase student motivation and engagement in literary learning.</p> <p><i>FL Collections</i>, Study Island, FLDOE ELA Grade 9/10 Toolkit, Be A Better Reader, APEX courses, APEX tutorials, USA Test Prep</p> <p>Use Study Island for targeted standards based instruction and practice.</p> <p><u>Instructional Strategies</u> include: Close Reading, Text Dependent Writing, Cornell</p>

		<p>Students will be assessed using STAR ELA in order to identify areas of deficiency. Further, student progress will be monitored using formal and informal assessments, STAR ELA, Write Score, <i>FL Collections</i>, Study Island, and other teacher-created standard-based assessments.</p> <p>Assess fluency rate using High School FCRR FORF Assessment 1; if not fluent, work on fluency rate, accuracy and comprehension; if fluent, work on comprehension strategies.</p>	<p>Notes, Summarizing Strategies, Questioning Routines, Collaborative Strategies, Vocabulary Strategies</p> <p><u>Content Areas:</u> Complex text, Graphic Organizers, Writing, Annotation Strategies, Comprehension Strategies, Vocabulary Strategies.</p>
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**Materials/Activities Chart
Grades 9-12**

	PROGRAMS/MATERIALS	ACTIVITIES	REFERENCES
Writing	<p>Grade level <i>SpringBoard</i> Text, 9-12</p> <p><i>SpringBoard</i> Writing Workshops</p> <p><i>FL Collections</i> Performance Task Resources</p>	<p>Use <i>SpringBoard</i> to teach students how to write using Standard English to:</p> <ul style="list-style-type: none"> Write and support a claim Produce and distribute writing samples and material Build and present knowledge Show a range of strategic thinking and complex reasoning <p>Use Study Island mini lessons and extended practice to improve standard writing skills identified above</p> <p>Use Write Score Mini Lessons to support standards-based writing.</p>	<p><i>SpringBoard</i>, 9-12</p> <p>HMH <i>FL Collections</i></p> <p>Write Score</p> <p>CPALMS/9/10 Toolkit</p> <p>Performance Matters</p> <p>Scholastic Magazines</p>

**Materials/Activities Chart
Grades 9-12**

	PROGRAMS/MATERIALS	ACTIVITIES	REFERENCES
	Write Score Lesson and Resources, Progress Monitoring		
Language Knowledge	Grade level <i>SpringBoard</i> CommonLit	<p>Use <i>SpringBoard</i> to teach FSA ELA using on grade level conventions of English to:</p> <ul style="list-style-type: none"> Demonstrate a command for conventions of standard English grammar and usage. Capitalize, punctate and spell. Write in context and relay meaning or style Use figurative language, word relationships and nuances in word meaning <p>Use Study Island mini lessons and extended practice on grade level FSA ELA needed for improve skills language knowledge skills identified above</p>	<i>SpringBoard</i> , 9-12 Study Island, CPALMS/9/10 Toolkit CommonLit

**Materials/Activities Chart
Grades 9-12**

	PROGRAMS/MATERIALS	ACTIVITIES	REFERENCES
<p align="center">Language (includes phonics, phonological awareness and vocabulary skills); also includes language acquisition for ELL students.</p>	<p>Grade level <i>SpringBoard</i> <i>FL Collections</i> CommonLit</p>	<p>Use <i>SpringBoard</i> to teach FSA ELA using on grade level to focus on language acquisition skills as they relate to:</p> <ul style="list-style-type: none"> Conventions of Standard English to differentiate instruction and or tier instruction Knowledge of language to differentiate instruction and or tier instruction Vocabulary acquisition and use to differentiate instruction and or tier instruction Using a range of reading and level of text complexity, to differentiate instruction and or tier instruction <p>Use Study Island mini lessons and extended practice on grade level FSA ELA needed for improve standard English skills identified above</p> <p>Use:</p> <ul style="list-style-type: none"> Comprehension\Vocabulary Strategies MTSS/RtI: Tier 2-3 intervention strategies Read AR books/quiz SI Build a Test probes to provide instruction on explicit skill in Language (includes language acquisition) skills, as identified above 	<p>Supplemental Curriculum: FL Collections Core Reading Program aligned with Florida Standards Grades 9-12 CommonLit</p> <p>Curriculum: <i>SpringBoard</i>, Florida Standards for Language Arts classes Grades 9-12 Rewards Scholastic Magazines Study Island CPALMS/9/10 Toolkit</p>

**Materials/Activities Chart
Grades 9-12**

	PROGRAMS/MATERIALS	ACTIVITIES	REFERENCES
Speaking and Listening (oral Language skills)	Grade level <i>SpringBoard</i> <i>FL Collections</i> <i>SpringBoard</i> Study Island	Use <i>SpringBoard</i> to teach FSA ELA grade level speaking and listening text to: Teach comprehension and collaboration skills Present knowledge and ideas Use Study Island mini lessons and extended practice on grade level FSA ELA needed to improve speaking and listening (aka comprehension) skills identified above	<i>SpringBoard</i> , <i>FL Collections</i> Studyisland.com Scholastic Magazines Study Island CPALMS/9/10 Toolkit
Literature and Informational Text (includes Comprehension skills)	Grade level <i>SpringBoard</i> <i>FL Collections</i> Study Island Common Core, CommonLit Novel Reading	Use <i>SpringBoard</i> to teach FSA ELA grade level literature material to: Locate key ideas and details in literature, as part of improving comprehension skills when reading literature and informational text Craft and structure literature and informational text Integrate knowledge and ideas literature and informational text Provide range of reading and level of text complexity from literature and informational text. Use Study Island mini lessons and extended practice on grade level FSA ELA to explicitly learn about literature, as identified above. Use CommonLit targeting explicit skill instruction	<i>SpringBoard</i> FL Collections Study Island.com STAR ELA Resources Scholastic Magazines Study Island CPALMS/9/10 Toolkit CommonLit