

Union 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: Stacey Rimes
Contact Email: Rimess@union.k12.fl.us
Contact Telephone: 352 448-5052

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	53	55	56.1	56	58	58	60

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	47	48	53	50	54	52	54

State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	*	29	*	28	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
						15	14
White/African American	21	19	23	17	23		
White/Hispanic	5	6	3	5	3	4	4
Economically Disadvantaged/Non-Economically Disadvantaged	20	17	21	16	16	14	12
Students with Disabilities/Students without Disabilities	37	34	37	30	35	26	24
English Language Learners/ Non-English Language Learners	n/a	n/a	n/a	n/a	n/a	n/a	n/a

* 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 LEA funds 3 Reading Coaches, one at each school, to provide professional development, analyze data, foster leadership team decisions, and model instructional practices for staff at their individual school. Through this additional support from the reading coaches, the LEA expects an increase in student achievement.

The LEA provides Achieve 3000 to increase student achievement through rigorous reading and writing passages to support standards-driven instruction in 4th-grade.

The LEA provides i-Ready at the middle school for grades 5-8 to identify needs and support struggling readers in small group centers.

The LEA pays the stipend for the in-house trainer to conduct Reading Endorsement classes for the entire district to meet Florida Statutes and increase the knowledge and instructional delivery of ELA and ESE teachers.

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 three Reading Coaches administer the progress monitoring assessments three times a year and discuss data finding with the school leadership team. The Reading Coaches meet with grade level teams to discuss results and formulate a plan of action to address identified deficiencies. This may involve altering the curriculum maps, modeling lessons for struggling teachers or creating professional development opportunities to assist in growth of instructional staff. These plans are shared with the Superintendent and Director of Curriculum and Accountability.

B. What specific school-level progress monitoring data will be collected at the district level to determine that students are progressing toward the district goals stated above? Please specify which grade levels are associated with specific school-level progress monitoring tools discussed in this section.

School level progress monitoring data is collected through the following programs:

1. Performance Matters
 - UCHS (grades 9-12) - 4 times per year (August Pre Test and one at the end of each 9-week grading period)
 - Standards-based mini assessments every 3 weeks.
2. i-Ready Diagnostic
 - LBES (grades K-4) - 3 times per year (August/September, January, April)
 - LBMS (5th-8th grade) - 3 times per year (August/September, January, April)
 - Standards Mastery - (2nd-5th grade) -administered at the end of each unit
 - LBMS (grades 5-8) Initial level set, interim level set, and post assessment
3. Achieve 3000 (informational text)
 - LBES (4th grade) This program is used to run daily assessments to determine student progress, explicit vocabulary instruction, comprehension monitoring and reading-writing connection. Initial level set, interim level set, and post assessments are given.
 - STAR Literacy- LBES and LBMS - 3 times per year - used to determine student's reading levels and growth
4. STAR Early Literacy - LBES Kindergarten within the first 30-days of school.
5. Write Score - Conducted 3 times per year at LBES (grades 2-4) LBMS (grades 5-8) and UCHS (grades 9-10)

6. USA Test Prep (UCHS grades 9-10) - Formative assessments given throughout each unit to assess unit standards. For intensive reading classes, assessment will be given every 6 weeks.2. How often will student progress monitoring data be collected and reviewed by the district?

The progress monitoring data, listed above, that is conducted three times a year is shared with the superintendent and district level staff after each test has been administered and deficiencies are identified.

Once FSA data arrives, the Reading Coaches meet with the school leadership team to create a powerpoint to share at the district level bootcamp during July. This presentation addresses strengths and identified needs, along with a plan for the upcoming year.

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

The Director of Accountability/Curriculum, Director of Secondary Education, and Director of ESE collaborate with the schools' principals, guidance counselors and instructional coaches to determine the appropriate curriculum, professional development, staff placement and the path of instruction for each student. Data drives all decisions made in this district. Various federal grants (Title IA and IIA) fund instructional coaches, reading interventionist and paras to support students' growth and progress.

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 Director of Curriculum and Accountability and Director of Secondary Education collaborate with school-based principals and assistant principals to ensure that everyone is evaluating classroom instruction and giving corrective feedback when observations are conducted. The Director of Curriculum/Accountability shares a printout of all district-level and school-based administrator average markings using the Marzano Evaluation tool at the end of each month. The administrative staff discusses inter-rater reliability and teachers of concern so that concerns are addressed and support is given to instructional staff.

School-based administrators at each school collect lesson plans that must follow all requirements from the Marzano plan. In addition, all teachers are required to post current learning goals with scales that focus on specific standards. Up-to-date lesson plans are posted on teachers' desk and must match the posted learning goal.

Teachers are given planning hours after school, paid through federal grants, to ensure that their curriculum maps align with the Florida Standards.

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

Lesson plans are dropped in a google docs file for the principals to view a week in advance. When formal lessons are conducted, teachers are required to submit unit plans which must follow Florida Standards. Teachers are given 5 hours of planning each 9-weeks to tweak lesson plans and submit documentation to the Director of Accountability and Curriculum.

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

Principals and reading coaches collect and analyze data results on a continual basis. The data is discussed at team meetings which is then shared with the district-level administrators by principals at weekly staff meetings. In addition, local progress monitoring assessments are shared with district level staff, including the superintendent, three times a year. At the end of the year, the lesson plans that are dropped in the google docs folder weekly are archived with the MIS Director at the district level for seven years.

- 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.?**

Director of Secondary Education, Barry Sams

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

District Reading Endorsement classes are funded to pay an in-house instructor through the Reading Instruction Allocation. This instructor will incorporate the latest requirements revolving around multi-sensory instruction and dyslexia. The instructor has formulated a plan to cover all 5 competencies over a 2-year cycle, receiving \$800 - \$1,800 per class depending on the number of participants.

- 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.

To address Multi-Sensory/Dyslexia in Union County District there will be 2 courses:

- 1) Experience Dyslexia #2-013-005**
- 2) Multi-sensory/Dyslexia Strategies #2-100-018**

During the Summer Literacy Institute in 2018, our Reading Coaches went through the “Experiencing Dyslexia” centers. After returning, the district purchased the kit to use for training purposes with the staff. “Experience Dyslexia” was initially conducted with the Superintendent, District Office Administrators, MIS Director and School-based Administrators. After this training, each school conducted the training with all staff in the district on our next professional development day. Going forward any new hires will go through this same training during the Summer during our New Teacher Induction training.

Course #2, Multi-sensory/Dyslexia Strategies, will be conducted by Reading Coaches at each school on multiple occasions during team meetings. The kit purchased after last year’s institute is filled with strategies to train staff. This will be done annually.

In addition, the Reading Endorsement classes listed below will now incorporate multi-sensory and dyslexia strategies.

According to our District Master Inservice Plan, the Reading Endorsement courses are as follows:

- #1 1-013-018 Instructional Foundations of Language and Learning
- #2 1-013-019 Applications of Research-Based Instruction
- #3 1-013-020 Foundations of Assessment for Teachers and Principals
- #4 1-013-021 Foundations and Applications of Differentiated Instruction
- #5 1-013-022 Demonstrations of Accomplished Practices in Reading

The Reading Endorsement courses are taught in our district and the instructor has incorporated the components for multi-sensory and dyslexia in all five courses. Our District Master Inservice Plan is updated through NEFEC (North East Florida Education Consortium) and we have been told that the updates have been made and are awaiting approval from DOE.

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.

MAJOR FUNCTION:

This is an instructional position with responsibility for providing assistance and ongoing professional development to teachers, including training and mentoring in the use of materials, assessment strategies, and best practices to generate improvement in reading/literacy instruction and student achievement.

DUTIES AND RESPONSIBILITIES:

- Supports and provides professional development to teachers in areas such as essential reading components, instructional assessments, differentiated instruction, and intensive intervention
- Models effective reading strategies in classrooms
- Assists teachers in evaluating and improving instructional planning processes
- Assists teachers with required assessments and data-driven decision making
- Provides daily support to teachers through coaching and mentoring
- Works with teachers to ensure that scientifically-based reading researched programs are implemented with fidelity
- Facilitates study groups
- Works collaboratively with school personnel in support of best practices
- Assists assigned schools in the development and implementation of their School Improvement Plan
- Assists administrators in selection of instructional materials
- Assists with progress monitoring
- Engages in professional development activities
- Assists with the leadership and support of the school leadership team
- Submits data through the Progress Monitoring and Reporting Network (PMRN)
- Performs other related duties as required for instructional personnel

These duties and responsibilities are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

MINIMUM QUALIFICATIONS:

- Bachelor's degree from an accredited college or university.
- Holds or is eligible for a Florida Educator Certificate with certification in Reading K-12 or Reading Endorsement

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the school district's approved compensation plan. Length of the work year and hours of employment shall be those established by the school district.

Evaluation:

Performance of this job will be evaluated in accordance with provisions of the school district's Performance Evaluation System for teachers.

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

Lake Butler Elementary -1, Lake Butler Middle – 1, and Union County High - 1

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.

Union County has hovered around the state average in ELA at all three levels for many years resulting in the LEA placing one reading coach at each of the three schools in the district. All three reading coaches meet with the Director of Curriculum quarterly to share best practices and collaborate on best avenue to grow teachers in the entire district.

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

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

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

Reading coaches keep a log of the teachers they mentor or model lesson within the school year. To evaluate their true progress, reading coaches' final evaluation is based on the average growth in ELA for their school. In addition, the instructional coaches follow the same evaluation requirements as classroom teachers: 4 observations, unit plans, deliberate practice and final portfolio documenting professional responsibilities.

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

Approximately \$164,000

Supports for Identification and Intervention of Students with Reading Deficiencies

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

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

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

No reading intervention teachers are paid from the K12 Plan. Four interventionists are paid from federal funding. The Reading Instruction Allocation pays for 3 reading coaches (1 at each level).

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.

The district chose to place the reading interventionists at the elementary level in an attempt to close the achievement gap in Kindergarten through 4th-grade before sending students to the secondary level below grade level. These teachers are assigned to an individual grade level to support the students with deficiencies through small group instruction.

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

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

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

\$0, These positions are funded through Title IA.

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

Achieve 3000 (4th), i-Ready (5th - 8th), Wilson Reading System and Write Score (9th- 10th grade).

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

Approximately \$37,000

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.

District funds.

Summer Reading Camps

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:** Maria Kish, Guidance Counselor
2. **Email Address:** kishm@union.k12.fl.us
3. **Phone Number:** (352) 448-5315
4. **Please list the schools which will host a SRC:** Lake Butler Elementary
5. **Provide the following information regarding the length of your district SRC:**
 - a. **Start Date:** June 3, 2019
 - b. **Which days of the week is SRC offered:** Monday through Thursday
 - c. **Number of instructional hours per day in reading:** 6
 - d. **End Date:** June 27, 2019
 - e. **Total number of instructional hours of reading:** 96
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.?**

All of our third grade SRC teachers are highly effective teachers and have their Reading Endorsement. The teachers were chosen based on their high levels of success with struggling readers and students who lack motivation.

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

12:1

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

All students in grades K-4 scoring below grade level based on report card grades and teacher recommendations.

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

Students at Lake Butler Elementary will use i-Ready's final diagnostic (3rd assessment) as the pretest for Summer Reading Camp. Students will take an i-Ready diagnostic assessment at the end of SRC. Third graders that meet the cut score of 50th percentile will be promoted to 4th grade.

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	Click here to enter text.	
District expenditures on reading coaches	163,974.69	
District expenditures on intervention teachers	0.00.	
District expenditures on supplemental materials or	36,950.31	
District expenditures on professional development	6,449.00	
District expenditures on summer reading camps	0.00.	
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	0.00.	
Flexible Categorical Spending	0.00	
	Sum of Expenditures	207,374.00
	Amount of district research-based reading instruction allocation for 2019-2020	207,374.00

APPENDIX A

K-12 Reading Plan Meeting

April 10, 2019

I. K12 Reading Plan

- A. Analyze performance data since 2015 - 2018 (Overall move from 53 to 58 in proficiency / Learning Gains 47 to 54) which is positive in both categories. Two subgroups of concern- White/African American and Students with/without Disabilities
- B. Budget breakdown - how will address we address Section 1011.62(c), F.S.
- C. Progress monitoring in each school - How will this be done?

II. Decision Trees

The admin team at each school have been working on a plan for the past 3 weeks to determine how to meet the needs of all students, specifically Tier 2 and 3. Each school presented their plan to address the needs.

- A. Lake Butler Elementary-pull out Tier 3 with Reading Interventionists
- B. Lake Butler Middle- dissolve several inclusion settings to provide more Staff to focus on Level 1 and 2 students. Specific class to serve Tier 3 students.
- C. Union County High- Inclusion type setting with Tier 2 and 3 students which will be pulled in small groups of 4-6 students depending on the numbers identified.

ATTENDEES:

Carlton Faulk, Superintendent

Stacey Rimes, Director of Curriculum/Accountability

Barry Sams, Director of Personnel/Secondary Education

Christie Whitehead, Director of ESE

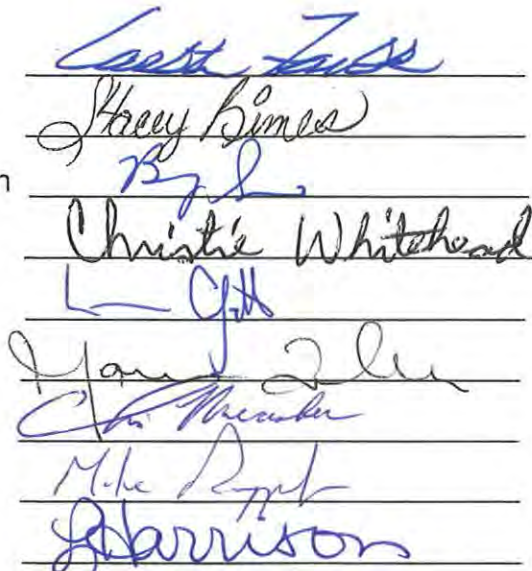
Lanier Clyatt, MIS Director

Marcie Tucker, LBES Principal

Chris Mecusker, LBMS Principal

Mike Ripplinger, UCHS Principal

Lindsay Harrison, LBES Reading Coach


Carlton Faulk
Stacey Rimes
Barry Sams
Christie Whitehead
Lanier Clyatt
Marcie Tucker
Chris Mecusker
Mike Ripplinger
Lindsay Harrison

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;

Grade Level	Tier	IF...	THEN...
K	Tier 1	STAR Early Literacy >497	<p>Tier 1 Students</p> <p>Continue with systematic, explicit core reading instruction that follows a developmental reading continuum including higher-order thinking in comprehension, vocabulary, oral language, phonics, and fluency.</p> <p><i>Materials include:</i> Journeys Reading Curriculum (K-3), Scholastic Storyworks (3-4), I-Ready Computer-based instruction (K-4), Ready Books ELA (3-4), Saxon Phonics (K-2), and Achieve 3000 (4).</p>
	Tier 2	STAR Early Literacy 438-496	
	Tier 3	Retained in K or STAR Early Literacy <437	
1	Tier 1	Scored on/above grade level on 2018-2019 Spring I-Ready	<p>Tier 2 Students(5010020) – Parents will be notified of at-risk status within 30 days of assessment results.</p> <p>Tier 1 Instruction + Supplemental Intervention including teacher-led, small group intervention (4 x weekly) with <5 students/group within the 90-minute reading block. Differentiated instruction will target weaknesses identified on I-Ready’s diagnostic assessment (Test 3 from grade level prior) and will be adjusted as needs change based on progress monitoring through I-Ready diagnostic tests (3 x annually)and growth checks (monthly). These students may be eligible for after school tutoring with certified teachers for additional remediation.</p> <p><i>Materials include:</i> I-Ready Teacher Toolbox PDF Lessons (K-4) identified by student small group profiles and individual needs, Saxon Phonics remediation (K-4) targeting multi-sensory interventions, Great Leaps (1-4), and Secret Stories (K-4).</p>
	Tier 2	Score of Early K on 2018-2019 Spring I-Ready	
	Tier 3	Retained in 1 st Grade or Score of Emergent K on 2018-2019 Spring I-Ready	
2	Tier 1	Scored on/above Grade Level on 2018-2019 Spring I-Ready	<p>Tier 3 Students(5010020) – Parents will be notified of a substantial reading deficiency within 30 days of assessment results.</p> <p>Tier 1 Instruction + Tier 2 Supplemental Small Group Intervention + Tier 3 Intensive Intervention with a highly effective, reading endorsed, certified teacher outside of the 90-minute reading block. Interventions will be delivered 3-5 times weekly (small groups <5) targeting student weaknesses identified on the I-Ready Diagnostic Assessment. Interventions will follow systematic, explicit, and multi-sensory format including letter cards, word cards, keyword picture cards, letter tiles, dry erase board work, full-color fluency readers, leveled decodable readers, word coding, hand/body motions, graphic organizers, color-coding, sticky-notes, think-pair-share, small group discussion/debate, and text annotation.</p> <p><i>Materials include:</i> Saxon Kit (K-4) for phonological awareness, phonics, and fluency deficits; LAFS Ready Teacher Toolkit Lessons (K-4) for comprehension and vocabulary deficits, I-Ready Teacher Toolkit lessons on specific standard-based weaknesses. Progress monitoring will take place through I-Ready diagnostic testing (3 x annually) and growth checks (monthly). If students do not respond to interventions delivered with fidelity and with the initial intensity (time and group size) provided, intervention will be adjusted (more time, smaller group size) as needed.</p>
	Tier 2	Score of 425-458 on 2018-2019 Spring I-Ready	
	Tier 3	Retained in 2 nd Grade or <425 on 2018-2019 Spring I-Ready	
3	Tier 1	Scored 489 or greater on 2018-2019 Spring I-Ready	<p>Tier 3 Students(5010020) – Parents will be notified of a substantial reading deficiency within 30 days of assessment results.</p> <p>Tier 1 Instruction + Tier 2 Supplemental Small Group Intervention + Tier 3 Intensive Intervention with a highly effective, reading endorsed, certified teacher outside of the 90-minute reading block. Interventions will be delivered 3-5 times weekly (small groups <5) targeting student weaknesses identified on the I-Ready Diagnostic Assessment. Interventions will follow systematic, explicit, and multi-sensory format including letter cards, word cards, keyword picture cards, letter tiles, dry erase board work, full-color fluency readers, leveled decodable readers, word coding, hand/body motions, graphic organizers, color-coding, sticky-notes, think-pair-share, small group discussion/debate, and text annotation.</p> <p><i>Materials include:</i> Saxon Kit (K-4) for phonological awareness, phonics, and fluency deficits; LAFS Ready Teacher Toolkit Lessons (K-4) for comprehension and vocabulary deficits, I-Ready Teacher Toolkit lessons on specific standard-based weaknesses. Progress monitoring will take place through I-Ready diagnostic testing (3 x annually) and growth checks (monthly). If students do not respond to interventions delivered with fidelity and with the initial intensity (time and group size) provided, intervention will be adjusted (more time, smaller group size) as needed.</p>
	Tier 2	Students who have never been retained and scored <489 on 2018-2019 Spring I-Ready	
	Tier 3	Retained in 3 rd grade or Students who have already been retained and scored <489 on 2018-2019 Spring I-Ready	
4	Tier 1	Scored Level 3 or above on 2018-2019 FSA ELA Test	<p>Tier 3 Students(5010020) – Parents will be notified of a substantial reading deficiency within 30 days of assessment results.</p> <p>Tier 1 Instruction + Tier 2 Supplemental Small Group Intervention + Tier 3 Intensive Intervention with a highly effective, reading endorsed, certified teacher outside of the 90-minute reading block. Interventions will be delivered 3-5 times weekly (small groups <5) targeting student weaknesses identified on the I-Ready Diagnostic Assessment. Interventions will follow systematic, explicit, and multi-sensory format including letter cards, word cards, keyword picture cards, letter tiles, dry erase board work, full-color fluency readers, leveled decodable readers, word coding, hand/body motions, graphic organizers, color-coding, sticky-notes, think-pair-share, small group discussion/debate, and text annotation.</p> <p><i>Materials include:</i> Saxon Kit (K-4) for phonological awareness, phonics, and fluency deficits; LAFS Ready Teacher Toolkit Lessons (K-4) for comprehension and vocabulary deficits, I-Ready Teacher Toolkit lessons on specific standard-based weaknesses. Progress monitoring will take place through I-Ready diagnostic testing (3 x annually) and growth checks (monthly). If students do not respond to interventions delivered with fidelity and with the initial intensity (time and group size) provided, intervention will be adjusted (more time, smaller group size) as needed.</p>
	Tier 2	Scored Level 2 or Scored in the lowest quartile on 2018-2019 Spring FSA ELA	
	Tier 3	Retained in 4 th Grade or Scored Level 1 on 2018-2019 Spring FSA ELA or if FSA score is unavailable, scored below 476 on Spring 2018-2019 I-Ready Assessment	

Lake Butler Middle School

2019-2020

Grades 5-8 Identification / Intervention Decision Tree					
Progress Monitoring Assessments For ELA classes	Date(s)	If	Then	Additional Implementation and Assessments	ELA Courses and Interventions
<p>5th -8th Grade i-Ready Diagnostic Assessment</p> <p>Assessed on LAFS grade level ELA standards</p> <p>Administered 3 times annually</p>	<p><u>Assessment Period 1</u></p> <p>August/ September 2019</p> <p><u>Assessment Period 2</u></p> <p>December 2019</p> <p><u>Assessment Period 3</u></p> <p>May 2020</p>	<p>Student's score is at or above grade level. (Green Success Zone)</p>	<p>Student receives instruction in a core ELA course at the appropriate text complexity to meet grade level standards and encourage higher-order thinking.</p>		<ul style="list-style-type: none"> • Core ELA classes <ul style="list-style-type: none"> ○ 5th 100-minute block ○ 6th, 7th and 8th grade 50-minute class • Core Reading Programs: HMH Florida Collections and Engage NY Modules <ul style="list-style-type: none"> ○ Graphic Organizers, Collaborative Grouping, Questioning, Close Reading, Think-Pair-Share, formative assessments and understanding checks
		<p>Student's score is 1 grade level behind (Yellow Success Zone)</p>	<p>Students will receive intensified interventions to address standards that were not mastered.</p>	<p>Students will receive intervention within their regular ELA classes and may be considered for or already assigned to a Tier II or Tier III interventions reading class.</p>	<ul style="list-style-type: none"> • Core ELA classes • Core Reading Programs: HMH Florida Collections and Engage NY Modules <ul style="list-style-type: none"> ○ Small group differentiated intervention targeted to meet the student's instructional needs. ○ Graphic Organizers, Collaborative Grouping, Questioning, Close Reading, Think-Pair-Share, formative assessments and understanding checks
		<p>Student's score is 2 or more grade levels behind (Red Success Zone)</p>	<p>Student will be identified as having a reading deficiency, and parents will be notified of the deficiency</p>	<p>Students will receive interventions within their regular ELA classes, and may be considered for or already assigned to a Tier II or III interventions reading class.</p>	<ul style="list-style-type: none"> • Core ELA classes • Core Reading Programs: HMH Florida Collections and Engage NY Modules <ul style="list-style-type: none"> ○ Small group differentiated intervention targeted to meet the student's instructional needs. ○ Graphic Organizers, Collaborative Grouping, Questioning, Close Reading,

					<p>Think-Pair-Share, formative assessments and understanding checks</p> <ul style="list-style-type: none"> ○ Direct and explicit comprehension and vocabulary instruction
Initial Course Placement (Intensive Reading Courses)	Date(s)	If	Then	Additional Implementation and Assessments	Programs/Materials/Strategies
2019 FSA Florida Standard Assessment	Spring 2019	Student 2019 FSA Score Level 5, 4, or 3	Student receives instruction in a core ELA course at the appropriate text complexity to meet grade level standards		<p>Programs:</p> <ul style="list-style-type: none"> • Core ELA Courses • Intensive Reading Courses *Intensive Reading teacher holds certification in Reading or Reading Endorsement <p>Materials</p> <ul style="list-style-type: none"> • Engage NY Curriculum • HRW Florida Collections • i-Ready • LAFS Ready books • Great Leaps • Flocabulary • Scholastic magazine • FAIR – leveled passages • Reading Rescue • SyllaBoards • Wilson Reading Systems <p>Strategies</p> <ul style="list-style-type: none"> • Daily Small Group Instruction • Differentiated Instruction • Fluency Timings • Multisensory • Modeled Read Alouds
		Student 2019 FSA Score Level 2 Tier 2 Interventions	<p>Student is placed into the appropriate 50-minute year-long reading intervention program along with core ELA courses.</p> <p>Students at this level will receive intensive tier II and III interventions in core ELA and reading intervention courses. Progress will be monitored every 3-weeks using assessments to evaluate the effectiveness of instruction and adjust instruction</p>	<p>Schedules have been adapted from semester long classes in previous years to providing students with a year-long intensive reading course.</p> <p>Courses: 5th Grade – Functional Basic Skills in Communications 5010030 6-8 Grades – Intensive Language Arts 1000000</p> <p>Progress will be monitored every 3 weeks using i-Ready progress data, Great Leaps fluency timings and assessments, LAFS Ready books, and/or Performance Matters ELA standards mini assessments.</p>	

			<p>*If student meets additional criteria for MTSS, parents are notified and interventions are implemented</p>	<p>Tier II Instructions and Interventions: Teacher-led small group instruction. Differentiated instruction based on weaknesses identified on i-Ready diagnostic, explicit vocabulary instruction, Great Leaps fluency timings, and multi-sensory interventions.</p> <p>Tier II classes will be fluid based on assessments, progress and need.</p>	<ul style="list-style-type: none"> • Reader's Theatre • Anchor Charts • Explicit Vocabulary Instruction • Reciprocal Teaching • Universal Design for Learning • Close Reading • Guided Practice • Graphic Organizers • Formative Assessments
		<p>Student 2019 FSA Score Level I Tier 3 Interventions</p>	<p>Student is placed into the appropriate 50-minute year-long reading intervention program consisting of no more than 5 students along with core ELA courses.</p> <p>Students at this level will receive intensive tier III interventions in core ELA and reading intervention courses. Progress will be monitored every 3-weeks using assessments to evaluate the effectiveness of instruction and adjust instruction</p> <p>Parents are notified of student placement and interventions are implemented</p>	<p>Schedules have been adapted from semester long classes in previous years to providing students with a year-long intensive reading course.</p> <p>Courses: 5th grade- Functional Basic Skills in reading 5010020 6-8 grades – Intensive Reading 1000010</p> <p>Progress will be monitored every 3 weeks using Wilson Reading System Formative and Summative Assessments, i-Ready, Great Leaps fluency timings and assessments, LAFS Ready books, and/or Performance Matters ELA standards mini assessments.</p> <p>Tier III Instructions and Interventions: One on One instruction. Differentiated instruction based on weaknesses</p>	

			<p>identified on i-Ready diagnostic and Wilson Assessment of Decoding and Encoding, explicit vocabulary instruction, word morphology, Great Leaps fluency timings, and multi-sensory interventions, such as: letter tiles, word cards, keyword picture cards, dry erase boards, word coding, air-writing, sound-tapping, graphic organizers, sticky notes, text annotation, word building, and hand/body motions</p> <p>Tier III classes will be fluid based on assessments, progress and need.</p>	
--	--	--	---	--

DT3 - Union County High School

2019-2020

Assessments	If	Then	Interventions/Materials	Assessment	
<p>Grades 9-10 2019 FSA ELA</p> <p>Performance Matters</p> <ul style="list-style-type: none"> • Aug 2019 • Oct 2019 • Dec 2019 • Apr 2020 	<p>TIER I FSA Level 3, 4, or 5</p>	<p>Students scoring in the Green Success Zone will continue with enhanced instruction in high-level reasoning skills, vocabulary, and reading comprehension strategies</p>	<ul style="list-style-type: none"> • Core 53-minute ELA class • Core Reading Program: Houghton Mifflin "Collections" • USA Test Prep • Standards-based direct, explicit instruction 	<p>Performance Matters</p> <ul style="list-style-type: none"> • Quarterly summative assessments • Standards-based mini-assessments every 3 weeks 	
	<p>TIER II FSA Level 2</p>	<p>Students scoring in the Yellow Success Zone will be identified as having a <u>reading deficiency</u>. Parents will be informed of the student's deficiency.</p>	<p>Interventions and groupings are fluid, depending on student progress. More intensive instruction will be provided through additional time, smaller group size, and more targeted instruction.</p>	<ul style="list-style-type: none"> • Tier I instruction will occur in core ELA class. • Additional 53-minute Intensive Reading class (<i>Intensive Reading #1000410</i>) co-taught by reading endorsed or certified teachers, assisted by an instructional aide • Differentiated instruction, flexible grouping based on skill needs (whole group, small group, one-on-one with teacher) with interventions provided as needed based on assessment data • Core Reading Curriculum: Achieve 3000 • Supplemental Reading Curriculum: Teengagement • Interventions will include: morphology instruction, graphic organizers, color-coding, sticky notes, think-pair-share, small group discussion, text annotation 	<p>Performance Matters in core ELA class</p> <ul style="list-style-type: none"> • Quarterly summative assessments • Standards-based mini-assessments every 3 weeks <p>USA Test Prep</p> <ul style="list-style-type: none"> • Standards-based assessment every 6 weeks with remediation on individual weak areas <p>Achieve 3000</p> <ul style="list-style-type: none"> • Universal Screener: LevelSet • Ongoing and embedded assessment <p>Teengagement</p> <ul style="list-style-type: none"> • Twice per month standards-based summative assessment
	<p>TIER III FSA Level 1</p>	<p>Students scoring in the Red Success Zone will be identified as having a <u>substantial reading deficiency</u>. Parents will be informed of the student's deficiency.</p>		<ul style="list-style-type: none"> • Tier I instruction will occur in core ELA class • Tier II instruction will occur in core ELA class and will be coded with <i>Data Element #168521</i>. USA Test Prep used to provide remediation. • Additional 53-minute Intensive Reading class (<i>Intensive Language Arts #1000400</i>) co-taught by reading endorsed or certified teachers, assisted by an instructional aide • Differentiated instruction, flexible grouping based on skill needs (whole group, small group, one-on-one with teacher) with interventions provided as needed based on assessment data • Intensive interventions provided in 25 minute sessions 3-5 times per week with 5 to 1 student-teacher ratio • Core Reading Curriculum: Achieve 3000 • Supplemental Reading Curriculum: Teengagement • Interventions will include: morphology instruction, graphic organizers, color-coding, sticky notes, think-pair-share, small group discussion, text annotation 	<p>Performance Matters in core ELA class</p> <ul style="list-style-type: none"> • Quarterly summative assessments • Standards-based mini-assessments every 3 weeks <p>USA Test Prep</p> <ul style="list-style-type: none"> • Standards-based assessment every 6 weeks with remediation on individual weak areas <p>Achieve 3000</p> <ul style="list-style-type: none"> • Universal Screener: LevelSet • Ongoing and embedded assessment <p>Teengagement</p> <ul style="list-style-type: none"> • Twice per month standards-based summative assessment

<p>Grades 11-12 2019-2020 FSA ELA Retakes</p>	<p>TIER II/III FSA Level 1 or 2</p>	<p>Students that score below 350 on FSA and have not meet the graduation requirement through alternative assessment will be identified as having a reading deficiency. Parents will be informed of the student's deficiency.</p>	<p>Interventions and groupings are fluid, depending on student progress. More intensive instruction will be provided through additional time, smaller group size, and more targeted instruction.</p>	<ul style="list-style-type: none"> ● Tier I instruction will occur in core ELA class ● Tier II instruction will occur in core ELA class and will be coded with <i>Data Element #168521</i>. USA Test Prep used to provide remediation. ● Additional 53-minute Intensive Reading class (<i>Intensive Reading #1000410</i>) taught by reading endorsed or certified teacher ● Differentiated instruction, flexible grouping based on skill needs (whole group, small group, one-on-one with teacher) with interventions provided as needed based on assessment data ● Level 1 students will receive intensive interventions in 25 minute sessions 3-5 times per week with 5 to 1 student-teacher ratio ● Core Reading Curriculum: Teengagement ● Focused on ACT/SAT preparation ● Interventions will include: morphology instruction, graphic organizers, color-coding, sticky notes, think-pair-share, small group discussion, text annotation 	<p>Performance Matters in core ELA class</p> <ul style="list-style-type: none"> ● Quarterly summative assessments ● Standards-based mini-assessments every 3 weeks <p>USA Test Prep</p> <ul style="list-style-type: none"> ● Standards-based assessment every 6 weeks with remediation on individual weak areas <p>Achieve 3000</p> <ul style="list-style-type: none"> ● Universal Screener: LevelSet ● Ongoing and embedded assessment <p>Teengagement</p> <ul style="list-style-type: none"> ● At least twice per month standards-based summative assessment (FSA & ACT versions available)
--	---	--	--	---	---