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

Contact Information

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

District Contact: Tracie Taylor
Contact Email: Tracie.Taylor@calhounflschools.org
Contact Telephone: (850) 674 – 8734 ext. 232

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 and 2016-2017FSA-ELAand 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	57	58	59	Click here to enter text.	60	62	57

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	55	56	55	Click here to enter text.	54	61	57

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

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	19	19	20	20	22	15	15
White/Hispanic	6	5	2	2	4	2	2
Economically Disadvantaged/Non-Economically Disadvantaged	19	19	20	20	15	15	15
Students with Disabilities/Students without Disabilities	39	38	37	34	42	30	25
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.**

After reviewing FSA data, district benchmark assessment data, 3rd grade retention and graduation data and through collaboration with school administrators and teachers, decisions are made for expenditures from the reading allocation. Our data indicated a large percentage of 3rd grade students scoring level 1. Thus we need to put an emphasis on our K– 2 instruction. We will work with K – 8 ELA teachers in creating year-at-a-glance as well as mapping out the curriculum with our K – 2 ELA teachers. We will also provide professional development for any identified areas of deficiency. Our district has recently purchased i-Ready to supplement our ELA instruction in K – 5 ELA classrooms and for 6-8 Reading Intervention classes. Through the use of i-ready lessons along with progress monitoring and small group interventions we expect to positively impact student achievement in relation to our district goals. We will provide a "data day" in the fall for our K – 2 teachers where they will analyze i-Ready Diagnostic data then create small group instruction placemats.

Data also indicated as a district "Integration of Knowledge and Ideas" and the standards within this strand are also areas of concern across the grade levels and subgroups. Training, materials, and programs that focus on those areas will receive funding. Our early intervention program focuses on the foundational skills of phonemic awareness, phonics, and fluency for grades K – 2. Funding will continue to support training for new teachers.

Reading coaches will provide support in core literacy instruction, remediation programs and strategies, and data analysis.

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?**

   District level staff, to include the Assistant Superintendent for Curriculum, Instruction, and Assessment, the Director of Curriculum and Instruction, the Director of Special Education, and the District Literacy Coach will monitor the improvement of all students.

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

   K-5th Grade – STAR Reading/STAR Early Literacy is administered in August (first 2 weeks of school), October 29 - Nov. 2, 2018, January 9 - January 18, 2019, and March 25 - March 29, 2019. The iReady diagnostic test is administered in August, January, and April. Data throughout the district is reviewed at the classroom, school, and district level for the purpose of identifying students who are exceeding, meeting, and struggling to meet district goals.

6th Grade – 8th Grade - STAR Reading is administered in August(first 2 weeks of school), October 29 - Nov. 2, 2018, January 9 - January 18, 2019, and March 25 - March 29, 2019. The iReady diagnostic test is administered in August, January, and April. Data throughout the district is reviewed at classroom, school, and district level for the purpose of identifying students who are exceeding, meeting, and struggling to meet district goals.

9th and 10th Grade - STAR Reading is administered in August (first 2 weeks of school), October 29 - Nov. 2, 2018, January 9 - January 18, 2019, and March 25 - March 29, 2019. FAIR is administered in August, January, and March. Data throughout the district is reviewed at the classroom, school, and district level for the purpose of identifying students who are exceeding, meeting, and struggling to meet district goals. 11th – 12th – (At Risk students) - STAR Reading is administered in August (first 2 weeks of school), October 29 - Nov. 2, 2018, January 9 - January 18, 2019, and March 25 - March 29, 2019. FAIR is administered in August, January, and March. Data throughout the district is reviewed at the classroom, school, and district level for the purpose of identifying students who are exceeding, meeting, and struggling to meet district goals.

*Our county also administers Calhoun Writes each nine weeks to assess progress on students' writing strengths and weaknesses.

Elementary Criteria – Kindergarten – 3rd Grade
- Students who have been retained based on grades will be placed on the "Watch List".
- Kindergarten students will be added after the first nine weeks based on teacher recommendation.
- Students who have a current RtI folder will be placed on the "Watch List".
- Students who are new to the district or do not have the test scores listed above will be placed on the "Watch List" until it is determined that they should not be on the list based on data.

Elementary Criteria – 4th Grade – 5th Grade
- Students who score a Level 1 or a Level 2 on the ELA FSA Assessment.
- Students who have been retained based on grades will be placed on the "Watch List".
- Students who have a current RtI folder will be placed on the "Watch List".
- Students who are new to the district or do not have the test scores listed above will be placed on the "Watch List" until it is determined that they should not be on the list based on data.

Middle School Criteria
- Students who score a Level 1 or a Level 2 on the ELA FSA Assessment.
- Students who have a current RtI folder will be placed on the "Watch List".
- Students who are new to the district or do not have the test scores listed above will be placed on the "Watch List" until it is determined that they should not be on the list based on data.

High School Criteria
- Students who score a Level 1 or a Level 2 on the ELA FSA Assessment.
- Students who have a current RtI folder will be placed on the "Watch List".
- Students who are new to the district or do not have the test scores listed above will be placed on the "Watch List" until it is determined that they should not be on the list based on data.
- Any 11th or 12th grade student who has not passed the FSA ELA Assessment or obtained a concordant score on the ACT.

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

STAR Early Literacy - August (first 2 weeks of school), October 29 - Nov. 2, 2018, January 9 - January 18, 2019, and March 25 - March 29, 2019.
STAR Reading - August (first 2 weeks of school), October 29 - Nov. 2, 2018, January 9 - January 18, 2019, and March 25 - March 29, 2019. iReady (1st grade - 8th grade) - August, January, and April iReady - Kindergarten - September, January, April
Calhoun Writes - October, December, February
FAIR - 9th - 12th Grade - August, January, and March

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 Curriculum and Instruction as well as the District Reading Coach will monitor data of students that are not progressing towards district goals. Principals, Assistant Principals, and Coaches at each school will also monitor data. Each school will create a "Watch List" and submit it to the county office by the first day of school in August. This "Watch List" will change throughout the school year.

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 Instruction and the District Reading Coach are responsible for ensuring that instruction is aligned to the Florida Standards at each specific grade level.

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

The district assures systematic and explicit instruction is being provided based upon information submitted weekly in teacher lesson plans. eachers use the standards as well as data to guide their instructional path. District personnel monitor this through walk-through observations, grade-alike meetings, lesson plans, and curriculum maps.

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

This evidence will be collected quarterly at the school site and district level MTSS team members will review with school leadership 3 times each year.

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

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

   The persons responsible for ensuring that schools have access to informational text are the following: Director of Curriculum and Instruction, District Reading Coach, District Technology Specialist and District Technology team and District Curriculum Leadership Team. The leadership team meets regularly to discuss, align the standards with the curriculum as well as monitor the classroom instruction which includes access to informational text for each content area. The informational text can and will be in a variety of mediums (internet and online materials, movies). Each school has a Media Center/Library with access to variety of informational texts. Most classrooms have classroom libraries available. The Elementary Schools have Core Reading Curriculum which has variety of informational text embedded and used by classroom teachers.
   The secondary schools (both Middle and High) use Collections Core Curriculum for ELA. In the Collections program there are pieces of writing, audio and video clips that are used along with the informational text (history channels, biography, news, graphs, charts, etc.).

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

   Our district has curriculum leadership team (with members from each school represented), school leaders, teachers and textbook selection committee (with members from each school represented) as well as Media Specialist/Library Paraprofessionals that will ensure that schools have access to informational text in a variety of mediums. Text sets will be provided which consist of books, print materials and websites organized around a theme, topic or concept. In addition to texts from core, supplemental and intervention programs, K – 8 schools will have access to I- ready, all schools will also have access to Scholastic magazines; Newsela, ReadWorks.org; Science Textbooks; Social Studies Textbooks, Classroom Library and Media Centers, Accelerated Reader program; TextProject; TweenTribune; Wonderopolis and other online resources. Both formal and informal classroom walkthroughs are conducted by school administrators and district staff on a regular basis to ensure that informational text is accessible. Principals and Assistant Principals will also do lesson plan checks.

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

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

   The Director of Exceptional Student Education, Director of Curriculum and Instruction, District MTSS Coordinator and District Level ESE Staff and District Technology Specialist will work with school level administrators to utilize informal evaluations to conduct walkthroughs and observations to monitor evidence of Universal Design for Learning Principals in the design and delivery of instruction in classrooms.

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

   Evidence may include but not be limited to the use of eBooks, text-to speech access of materials, and whiteboard lessons. Walk-through training will be provided to administrators and walk-through checklists and lesson plans will help them collect data to demonstrate that all classroom instruction is accessible to the full range of learners. The district will collect curricula learning goals, materials, methods and assessments and assessment data to ensure that classroom instruction aligns with Universal Design Learning (UDL). The district will provide UDL guidelines and checkpoints with teachers designing flexible lessons and curriculum that reduce barriers to learning and provide innovative and supportive learning to meet the needs of all learners. Select schools will be provided with Lesson plan templates using the UDL instructional design. The District Leadership Team will help schools by giving teachers ideas of ways to implement UDL in their classrooms. Principals will collect lesson plans to ensure that teachers use lesson plans and resources provided by CPALMS which integrates the Universal Design for Learning in all instruction and technology applications.

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

   The MTSS Coordinator visits schools weekly with Quarterly MTSS/RTI collaborative chats between the district and school level problem solving teams. The District Leadership Team also meets regularly (minimum bi-monthly -monthly to sometimes daily phone calls) to preview assessment data as well as discussions of instructional design. Data will be collected monthly, bi-weekly, weekly and sometimes daily. Walk-through and formal observations will be utilized to collect evidence of UDL principles a minimum of two times each year.

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

See Appendix A.

Research-Based Reading Instruction Allocation

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

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

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

Professional Development

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

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

   The Director of Curriculum and Instruction will be responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the district master inservice plan.

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

   $0

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

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

   The Director of Curriculum and Instruction will be responsible for ensuring training is entered into the master inservice plan and is subsequently provided to reading coaches, classroom teachers and school administrators.

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

   Title I and Title II

<u>**Reading/Literacy Coaches**</u>

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.**

   Calhoun County school district does not have reading/literacy coaches at the school level. We have one district reading coach that works with teachers on special assignment and other teacher leaders that meet the following qualifications: successful classroom experience, deep knowledge of reading, writing and literacy development, outstanding presentation and facilitation skills, strong organizational skills and interpersonal skills. These teacher leaders share research based instructional approaches with teachers and provide advice, mentoring and coaching.
   .

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

   We have 0 schools with reading/literacy coaches. Therefore, none are funded from the Research-Based Reading Instruction Allocation.

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

   We do not have reading/literacy coaches at the school level.

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

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

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

   We use Calhoun Instructional Evaluation System to measure the effectiveness of reading/literacy teachers. We do not have reading/literacy coaches at the school level. We use the Calhoun Coach Model to measure the effectiveness of the district reading/literacy coach.

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

   $0

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

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

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

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

   Altha, Blountstown Elementary, Blounstown Middle and Blountstown High

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.**

   Yes

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

   a. Elementary:2
   b. Middle:1.5
   c. High:1.2

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

   $200,385

5. **Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Intruction 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.:**

   0

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

   $0

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 Intruction Allocation, please list the funding source.**

General Funds

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:** Tracie Taylor

2. **Email Address:** Tracie.Taylor@calhounflschools.org

3. **Phone Number:** (850) 674 – 8734 ext. 232

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

Blountstown Elementary School

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

   a. **Start Date:** June 4, 2018
   b. **Which days of the week is SRC offered:** Monday - Thursday
   c. **Number of instructional hours per day in reading:** 5 hrs. 15 minutes
   d. **End Date:** June 28, 2018
   e. **Total number of instructional hours of reading:** 21 instructional hours

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.?**

Highly Effective teachers are given first priority when selecting teachers for Third Grade Summer Reading Camp.

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

1 to 10

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

2nd grade, middle school credit recovery, and high school credit recovery

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

i-Ready and STAR Reading assessments will be given at the beginning as well as at the end of summer school in order to determine student growth in ELA.

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	0
District expenditures on intervention teachers	$200,385
District expenditures on supplemental materials or interventions	0
District expenditures on professional development	0
District expenditures on summer reading camps	0
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorial Spending	0

	Sum of Expenditures	0
	Amount of district research-based reading intruction allocation for 2018-2019	$200,385

Alignment of Calhoun District Plans

CALHOUN COUNTY
SCHOOL DISTRICT

April 20, 2018

Together, we will continue to Grow, Achieve and Succeed

Members present:

Signature	Title
Robin Richards	District Reading Coach — Special Programs
Cindy L. Alday	Curriculum Coach - MTSS Chair Altha Public
Paulette Bryant	Curriculum Coach — BMS
Shaw Saylor	Director of Curriculum and Instruction
Shree Wilson	ESE Director

AGENDA REVIEW

Alignment of district plans: WHERE HAVE WE BEEN? WHERE ARE WE NOW? Presentation of plans

- Calhoun 2018 – 2019 K-12 Comprehensive Research-Based Reading Plan
- ESE Special Programs and Procedures (SP & P)
- **2018 – 2019 MTSS/RTI Manual**
- ELL Plan

WHERE ARE WE HEADED?

- ☐ Group discussion of alignment of parts of all plans as listed above
- ☐ Make plans for revisions if needed
- ☐ Make plan for distribution, communication and presentations to schools
- ☐ Next steps

Questions/Answers & Meeting Wrap Up

NEXT MEETING DATE – July 26, 2018

Identification of Students with Reading Deficiencies and Intervention Supports

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

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

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

Identification/Intervention
DT1 – Elementary (K-5)

By the use of screening and diagnostic tools during the first few weeks of school our school district is able to quickly identify knowledge gaps and determine next steps to ensure all students are on the right path from pre-literacy to reading proficiency. Our district uses the assessment tools:

i-Ready and Renaissance STAR Early Literacy and STAR which combines screening and progress monitoring.

Parents will receive notification of reading deficiencies if their 3rd, 4th, or 5th, grade student scored a Level 1 or Level 2 on the 2018 Spring FSA ELA Assessment or if their child falls into the **RED** success zone on the i-Ready Diagnostic Assessment or if their kindergarten student scores Early Emergent on STAR Early Literacy Assessment.

Green Success Zone/Tier I					
K	**1st**	**2nd**	**3rd**	**4th**	**5th**
iReady Diagnostic Scale Score – 362 and higher	iReady Diagnostic Scale Score – 434 and higher	iReady Diagnostic Scale Score – 489 and higher	iReady Diagnostic Scale Score – 511 and higher	iReady Diagnostic Scale Score – 557 and higher	iReady Diagnostic Scale Score – 581 and higher
STAR Early Literacy Transitional/Probable Reader Scale Score 675-900				**FSA/ELA** Level 3 Level 4 Level 5	**FSA/ELA** Level 3 Level 4 Level 5

i-Ready Administration
Kindergarten – September, January, and April/May
1st – 5th Grade – August, January, and April/May
STAR Reading/STAR Early Literacy Administration
STAR Reading/STAR Early Literacy – each 9 weeks
*Kindergarten students must take the STAR Early Literacy Assessment within the first 30 days of school.

Instructional Practices for Green Success Zone/Tier 1

Continue with grade level instruction
Students will receive enhanced instruction using the iReady computer program that will be customized according to their diagnostic plan.   Each plan is unique to the individual because the program is adaptive.

Students will also receive an appropriate level of instruction in phonics, phonemic awareness, fluency, vocabulary, and reading comprehension strategies required to meet grade level standards. This will be accomplished using the Wonders' Reading Program, Letterland Phonics Instruction, iReady reading materials, and additional supplemental materials as needed.

Teachers will monitor comprehension skills with grade level formative and summative assessments, iReady growth monitoring assessments, and iReady diagnostic assessments.
STAR Reading data is also administered each nine weeks for ELA progress monitoring purposes.

Students in pre-k, kindergarten, and first grade will receive additional vocabulary instruction daily.
Teacher will use the program "Expanding Expressions" to facilitate additional vocabulary instruction.

Yellow Success Zone/Tier 2

K	1st	2nd	3rd	4th	5th
iReady Diagnostic Scale Score – 100-361	**iReady Diagnostic** Scale Score – 347-433	**iReady Diagnostic** Scale Score– 419-488	**iReady Diagnostic** Scale Score – 474-510	**iReady Diagnostic** Scale Score – 496-556	**iReady Diagnostic** Scale Score - 542-580
STAR Early Literacy/FLKRS Scale Score 497–529 (*initial test within the first 30 days of school*) STAR Early Literacy Late Emergent Reader Scale Score 488-674				**FSA/ELA** Level 2	**FSA/ELA** Level 2

Instructional Practices for Yellow Success Zone/Tier 2

Continue with grade level instruction
Students will receive enhanced instruction using the iReady computer program that will be customized according to their diagnostic plan.   Each plan is unique to the individual because the program is adaptive.
Students will also receive an appropriate level of instruction in phonics, phonemic awareness, fluency, vocabulary, and reading comprehension strategies required to meet grade level standards. This will be accomplished using the Wonders' Reading Program, Letterland Phonics Instruction, iReady reading materials, and additional supplemental materials as needed. Teachers will monitor comprehension skills with grade level formative and summative assessments, iReady growth monitoring assessments, and iReady diagnostic assessments. STAR Reading data is also administered each nine weeks for ELA progress monitoring purposes.   Students in pre-k, kindergarten, and first grade will receive vocabulary instruction daily. Teacher will use the program "Expanding Expressions" to facilitate additional vocabulary instruction.
Students will receive differentiated small group instruction daily during the 90 - 120 minute reading block. *Students will be provided additional instruction on the following reading strategies: sequencing, using context clues, explicit and implicit questioning, fluency, retelling, summarizing, making inferences, making predictions, visualizing, and identifying key words. Additional i-Ready lessons will be assigned based on data from the diagnostic that showed specific weak areas in reading.

Students scoring in the RED Zone are considered as having a substantial reading deficiency. Data from the screening tools, (iReady, STAR Early Literacy and STAR) along with other data, are used to identify students in need of intervention and support.

See charts below.

Red Success Zone/Tier 3					
K	**1st**	**2nd**	**3rd**	**4th**	**5th**
iReady **Diagnostic** Scale Score – 0-99	iReady **Diagnostic** Scale Score – 100-346	iReady **Diagnostic** Scale Score– 100-418	iReady **Diagnostic** Scale Score 100-473	iReady **Diagnostic** Scale Score – 100-495	iReady **Diagnostic** Scale Score 100-541
STAR Early Literacy/FLKRS Scale Score 438-496 437 and below			**FSA/ELA** Level 1/and or Level 2	**FSA/ELA** Level 1/and or Level 2	**FSA/ELA** Level 1/and or Level 2

Instructional Practices for Red Success Zone/Tier 3
Continue with grade level instruction
Parents will receive notification of substantial reading deficiencies if their 3rd, 4th, or 5th, grade student scored a Level 1 or Level 2 on the 2018 Spring FSA ELA Assessment or if their child falls into the RED success zone on the i-Ready Diagnostic Assessment or if their kindergarten student scores Early Emergent on STAR Early Literacy Assessment/FLKRS Scale Score 497–529, 438-496, 437 and below scores.
All third grade students who were RETAINED because they scored a Level 1 on the FSA ELA 2018 Spring Assessment will receive a letter at the beginning of the school year stating that they have a reading deficiency. The letter will also contain a copy of the 2018 FSA ELA score report. All fourth and fifth grade students who score a Level 1 on the FSA ELA 2018 Spring Assessment will receive a letter at the beginning of the school year stating that they have a reading deficiency. The letter will also contain a copy of the 2018 FSA ELA score report.
Students will receive enhanced instruction using the iReady computer program that will be customized according to their diagnostic plan. Each plan is unique to the individual because the program is adaptive.
Students will also receive researched and evidence based reading instruction strategies, including explicit systematic and multisensory approaches to reading instruction and interventions. Students will be provided with appropriate level of instruction in phonics, phonemic awareness, fluency, vocabulary, and reading comprehension strategies required to meet grade level standards. This will be accomplished using the Wonders' Reading Program, Letterland Phonics Instruction, iReady reading

materials, and additional supplemental materials as needed.

Teachers will monitor comprehension skills with grade level formative and summative assessments, iReady growth monitoring assessments, and iReady diagnostic assessments.

STAR Reading data is also administered each nine weeks for ELA progress monitoring purposes.

Students in pre-k, kindergarten, and first grade will receive additional vocabulary instruction daily. Teacher will use the program "Expanding Expressions" to facilitate additional vocabulary instruction.

Students will receive differentiated small group instruction daily during the 90- 120 minute reading block.

*Instruction may include: phonics, phonemic awareness, vocabulary, and reading comprehension strategies, sequencing, using context clues, explicit and implicit questioning, fluency, retelling, summarizing, making inferences, making predictions, visualizing, and identifying key words.

Students will receive 30 minutes small group time in addition to the 90 - 120 minute reading block.

*Students that are not making progress based on data will receive individualized instruction that targets his or her weaknesses.

Additional i-Ready lessons will be assigned based on data from the diagnostic that showed specific weak areas in reading.

Students not responding to the intensive intervention will be further diagnosed by a child study team to find ways to accelerate reading success. The child's teacher, parents, and guidance counselor will all be members on this team.

Middle School Identification/Intervention Decision Tree

If Students indicate area of deficiency by being in the red zone give further instruction and investigation

All Students

6th FSA ELA Level 1

(259-308)

7th FSA ELA Level 1

(267-317)

8th FSA ELA Level 1

(274-321)

Will be given i-Ready Diagnostic

3 X a year

Notification will be sent home to parents of students with reading deficiency identified by Level 1 or 2 on FSA ELA assessment.

i-READY ZONES

Students scoring in green will receive enhanced instruction.

Students score in yellow will receive customized differentiated instruction.

Students scoring in the red zone will receive customized intensive instruction.

*i-Ready

Additional identifier to determine reading deficiency; interventions and progress monitoring

Students that score Below On-Level Ranges modify instruction to include Researched Based Strategies

Dedicated time for explicit instruction for area of deficiency

Teach new words

Teach strategies for independent vocabulary learning

Morphological Analysis

Word Origin Tracing

Semantic Mapping – visual displays of words

Synonyms & Antonyms

Context Clues; Close and careful reading;

Main idea; Extended discussions with texts

Self-questioning and group discussions

Paraphrasing

Drawing inferences

Graphic Organizers

Visualize

Organize thoughts

Qualifications of teachers serving students red/yellow zones:

(and/or) Reading Certified

Reading Endorsed NGCAR

PD

Coach Model

MS Decision Tree Page 2

**Targeted Audience
ii+ iii Students STAR READING
Progress Monitoring and Interventions**

- Set Goal and Intervention
- Intervene with specific research based strategies
- Supplement or enhance instruction for targeted students
- Monitor Progress
- Assess target students with STAR periodically
- View Progress
- Review progress toward goals
- Adjust instruction
- Modify the intervention as needed

Instructional modifications for students who have not responded to specific reading intervention:
- Interventions will be in a small group (2-3 students or one-on-one tutoring).
- Interventions will consist of no less that 20-30 additional minutes, 4 days per week, in addition to Tier 1 and Tier 2 instruction.
- Intervention will be highly interactive requiring high levels of student response (oral and written), incorrect responses are immediately corrected.
- Interventions highly structured.

HS Decision Tree

If Students indicate area of deficiency by being in the red zone on STAR will be given further instruction and investigation

ALL Grade 9 STAR

3 X a year

(Green, Blue, Yellow and Red zones)

Grades 10, 11 and 12

Students with:

FSA Level 1 (284-333)

Level 2 (334-349)

Intensive Reading Course

Preview and send home STAR Parent Report for at risk students

STAR

Domain Scores:

Language

Vocabulary Acquisition and Use

Informational Text and Literature

Key Ideas and Details

Craft and Structure

Integration of knowledge and ideas

Range of Reading and Level of Text

Complexity

Students that score below 30% modify instruction to include Researched Based Strategies

Dedicated time for explicit instruction for area of deficiency

Teach new words

Teach strategies for independent vocabulary learning

Morphological Analysis

Word Origin Tracing

Semantic Mapping – visual displays of words

Synonyms & Antonyms

Context Clues; Close and careful reading;

Main idea; Extended discussions with texts

Self-questioning and group discussions

Paraphrasing
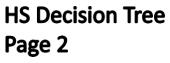
Drawing inferences

Graphic Organizers

Visualize

Organize thoughts

Qualifications of teachers serving students red/yellow zones:

(and/or) Reading Certified

Reading Endorsed

NGCAR PD

Coach Model

HS Decision Tree Page 2

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Targeted Audience
ii+ iii Students STAR READING
Progress Monitoring and Interventions

•Set Goal and Intervention
•Intervene with specific research based strategies
•Supplement or enhance instruction for targeted students
• Monitor Progress
•Assess target students with STAR periodically
•View Progress
•Review progress toward goals
•Adjust instruction
•Modify the intervention as needed

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Instructional modifications for students who have not responded to specific reading intervention:

•Interventions will be in a small group (2-3 students or one-on-one tutoring).
•Interventions will consist of no less that 20-30 additional minutes, 4 days per week, in addition to Tier 1 and Tier 2 instruction.
•Intervention will be highly interactive requiring high levels of student response (oral and written), incorrect responses are immediately corrected.
•Interventions highly structured.