

Calhoun 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: 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, 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	57	58	59	60	60	61	64

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	55	54	56	59

State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	*	29	*	28	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20
District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
						15	15
White/African American	19	19	20	20	22		
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.

We will review FSA, i-Ready and STAR data to help determine the reading needs of our students. The allocation will pay for the designated reading teachers for our neediest students, help with the cost of literacy programs included in the district decision making and combine with other district funds to provide appropriate professional development and assure fidelity of implementation. Each program and curriculum outline has been chosen and/or created to help close the achievement gap.

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 Director of Curriculum and Instruction, the Director of Special Education, and the District Reading Coach will monitor the data for each school to close the achievement gap as well as 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.

Progress monitoring data that will be collected at the district level for the 2019 – 2020 school year includes data from the following:

- STAR/STAR Early Literacy for K-8; 9th – 12th At-risk students
- I-Ready for grades K- 8
- District Writing Assessment K- 8 /Write Score 9th – 10 and At-risk 11th – 12th grade students

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

- STAR/STAR Early Literacy three times per year
- I-Ready for grades K- 8 three times per year
- District Writing Assessment K- 8 three times per year
- Write Score 9th – 10 and At-risk 11th – 12th grade students two times a year

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

The District Director of Curriculum and Instruction, District Reading Coach and Director of Exceptional Student Services will monitor data of students who are not progressing toward district goals.

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 in teacher lesson plans. Teachers 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, curriculum maps as well as results from progress monitoring data.

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

This evidence will be collected quarterly.

- 6. As a separate attachment, please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has developed the plan along with: the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements, the district contact for Multi-Tiered Systems of Supports(MTSS), the district Management Information Systems (MIS) contact to ensure accurate data reporting, the district ELL contact, a school based principal and a teacher.**

See Appendix A.

Research-Based Reading Instruction Allocation

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

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

- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

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

Professional Development

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

- 1. Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the Professional Learning Catalog pursuant to 6A-5.071 F.A.C.?**

The Director of 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..**

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

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

Course Reading Instruction – Integrating a Multi-Sensory Approach
Component Number: 2-013-002

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.**

Calhoun County school district does not have reading/literacy coaches at the school level. We have one district reading coach that works with 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 do not have reading/literacy coaches at the school level that 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.**

NA. We do not have reading/literacy coaches at the school level that are funded from the Research-Based Reading Instruction Allocation.

- 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 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

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?

Altha Public School, Blountstown Middle/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:0
- b. Middle:2
- c. High:2

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

\$200,177

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.:

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 Instruction 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

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-Thursday
 - c. **Number of instructional hours per day in reading:**5 hours 15 minutes
 - d. **End Date:**June 27, 2019
 - e. **Total number of instructional hours of reading:**82.4 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 3rd grade summer reading camp.

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

1:4

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

No

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 Assessment data are used to show growth.

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	Click here to enter text.
District expenditures on intervention teachers	\$200,177
District expenditures on supplemental materials or interventions	Click here to enter text.
District expenditures on professional development	Click here to enter text.
District expenditures on summer reading camps	Click here to enter text.
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	Click here to enter text.
Flexible Categorical Spending	Click here to enter text.
Sum of Expenditures	\$200,177
Amount of district research-based reading instruction allocation for 2019-2020	\$200,177

APPENDIX A

Alignment of Calhoun District Plans



Together, we will continue to Grow, Achieve and Succeed

March 19, 2019

Members present:

Signature	Title
<i>Tracey Caylor</i>	<i>Director of Curriculum and Instruction</i>
<i>Paulette Bryant</i>	<i>Curriculum Coordinator @ BMS</i>
<i>Janice Webb - BES</i>	<i>Teacher Leader</i>
<i>Offici Williams</i>	<i>- ESE Director</i>
<i>Robin Richards</i>	<i>District Reading Coach; MTSS/RTI</i>
<i>Tracy Wood - BES</i>	<i>Principal</i>
<i>Army Calhoun</i>	<i>- District MIS</i>
<i>Cindy Aldary - Altha Public</i>	<i>MTSS Chair/ Curriculum Coach</i>

AGENDA REVIEW

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

- o Calhoun 2019 – 2020 K-12 Comprehensive Research-Based Reading Plan Overview of Plan and Intent
- o ESE alignment with reading plan
- o Changes for the 2019 – 2020 MTSS/RTI Manual
- o ELL Plan Review

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 – April 8, 2019



Together, we will continue to Grow, Achieve and Succeed

April 8, 2019

Members present:

Signature	Title
Cindy Alday	Altha Public, MTSS Chair/ Curriculum Coach
Amy Calhoun	District MIS
Kaci Williams	- ESE Director
Paulette Bryant	Curriculum Coordinator @ BMS
Robin Richards	District Reading Coach/ MTSS/RTI
Janee Kelly	BES Teacher Leader
Tracy Wood	BES Principal
Dave Taylor	Director of Curriculum and Instruction

AGENDA REVIEW

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

- o Calhoun 2019 – 2020 K-12 Comprehensive Research-Based Reading Plan
Continue plan development
- o ESE alignment with reading plan
- o Revisions for the 2019 – 2020 MTSS/RTI Manual
- o ELL Plan Review

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 – April 12, 2019



Together, we will continue to Grow, Achieve and Succeed

April 12, 2019

Members present:

Signature

Title

<i>Robin Richards</i>	<i>District Reading Coach</i>
<i>Sharon Jayson</i>	<i>Director of Curriculum and Instruction</i>
<i>Shirley Williams</i>	<i>ESE Director</i>
<i>Jamie Wood</i>	<i>BES Principal</i>
<i>Amy Calhoun</i>	<i>District MIS</i>
<i>Ginny Alday</i>	<i>Altha Public, MTSS chair/ Curriculum Coach</i>
<i>Paulette Bryant</i>	<i>BMS Curriculum Coach</i>

AGENDA REVIEW

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

- o Calhoun 2019 – 2020 K-12 Comprehensive Research-Based Reading Plan
Final Review of District Reading 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 – To be determined

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;

APPENDIX A

**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/FLKRS and STAR which combines screening and progress monitoring.

Parents will receive notification of reading deficiencies if one or more of the following occurs:

*3rd, 4th, or 5th grade student scored a Level 1 or Level 2 on the 2019 Spring FSA ELA Assessment

* Student scores in the **RED** zone on the i-Ready Diagnostic Assessment

* Kindergarten student scores 437 or below on STAR Early Literacy Assessment/FLKRS.

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/FLKRS Scale Score 497 and above				FSA/ELA Level 3 Level 4 Level 5	FSA/ELA Level 3 Level 4 Level 5

i-Ready Administration

Kindergarten – September, January, and April

1st – 5th Grade – August, January, and April

STAR Reading/STAR Early Literacy Administration

STAR Reading/STAR Early Literacy – each 9 weeks used in conjunction with our i-Ready scores. i-Ready is our primary source for decision making with instruction.

Instructional Practices for 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 reading skills with grade level formative and summative assessments and iReady diagnostic assessments. STAR Early Literacy and STAR Reading are administered quarterly for ELA progress monitoring purposes.

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

Parents will receive notification of reading deficiencies if one or more of the following occurs:

- *3rd, 4th, or 5th grade student scored a Level 1 or Level 2 on the 2019 Spring FSA ELA Assessment
- * Student scores in the **RED** zone on the i-Ready Diagnostic Assessment
- * Kindergarten student scores 437 or below on STAR Early Literacy Assessment/FLKRS.

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 438-496				FSA/ELA Level 2	FSA/ELA Level 2

*Scale Score table 2018 Curriculum Associates

STAR Early Literacy Score ranges and problem solving:

Instructional Practices for 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.

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.

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 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

*Scale Score table 2018 Curriculum Associates

Instructional Practices for Tier 3
Continue with grade level instruction
Parents will receive notification of students with substantial reading deficiencies if one or more of the following occurs: *3 rd , 4 th , or 5 th grade student scored a Level 1 or Level 2 on the 2019 Spring FSA ELA Assessment * Student scores in the RED zone on the i-Ready Diagnostic Assessment * Kindergarten student scores 437 or below on STAR Early Literacy Assessment/FLKRS.
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 intensive, explicit, systematic, and multisensory approaches to reading instruction and interventions. Multisensory Interventions for students with a substantial reading deficiency: Visual, auditory, kinesthetic, and tactile linkages Systematic and cumulative organization of content

<p>Direct, teacher-led instruction Diagnostic teaching to mastery Synthetic and analytic Presentation (i.e., word building, See It/Say It, Music/Audio, clapping out sounds, use of playdough, Sandpaper letters, color-coded word building tiles, story sticks, Idea mapping, Say It/Write It/, Tapping out sounds, Use of Dry Erase Boards, Shared Reading w/teacher and/or peer, Use of Textures, Read it/Build it/Write it, Air Writing, Stand Up/Sit Down, etc.)</p> <p>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/Intervention Program, iReady reading materials, SPIRE Program, and additional supplemental materials as needed.</p> <p>Teachers will monitor comprehension skills with grade level formative and summative assessments and iReady diagnostic assessments.</p> <p>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.</p>
<p>Students will receive differentiated small group instruction daily during the 90- 120 minute reading block.</p> <p>*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.</p>
<p>Students will receive 30 minutes small group time in addition to the 90 - 120 minute reading block.</p> <p>*Students that are not making progress based on data will receive individualized instruction that targets his or her weaknesses.</p>
<p>Additional i-Ready lessons will be assigned based on data from the diagnostic that showed specific weak areas in reading.</p>
<p>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.</p>

Calhoun District Decision Tree (DT2) Grades 6-8: All students will receive core standards instruction through Language Arts and/or Reading Course.

Students that score Level 1 or Level 2 on the FSA ELA Assessment will be administered the STAR Reading and i-Ready diagnostic. The I-Ready diagnostic and STAR Reading will be administered three times per year to monitor student progress of the Language Arts Florida Standards and to provide further instructional information so that students will achieve their highest ability level.

Tier 2 & Tier 3: All students with identified substantial reading deficiency will be addressed and monitored through the MTSS process. Students in the MTSS process will be progress monitored more frequently with STAR Reading. This will allow schools to make deliberate placement of low-performing students in appropriate ELA courses. These students will be monitored and adjustments made to instruction if data indicates that they are not making progress. Parents will be notified of students with identified substantial reading deficiency.

Performance Benchmarks for identification of reading deficiency and progress monitoring.

Students that score on FSA ELA scale score

Grade 6 SS 259-308 (Level 1)

Grade 7 SS 267-317 (Level 1)

Grade 8 SS 274-321 (Level 1)

Reading Deficiency will be addressed with intervention. See the “If” and “Then” chart below for reading intervention modifications.

Reading Diagnostic:

All Students 6th-8th grade with FSA ELA Level 1 or 2 will be progress monitored with i-Ready Diagnostic and STAR Reading 3 X a year.

TIER 2: FSA Level 2	TIER 3: FSA Level 1
<p>Then:</p> <ul style="list-style-type: none"> • Remediation/Intervention may be provided in either a course identified through state required coding by a Reading certified/endorsed teacher or a Core Content Course with Intensive ELA Teacher support. ESE students may also be in a support/push-in ELA class. • Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies • Provide additional strategies for text reading efficiency (comprehension and fluency). • Students not responding and making progress will be further diagnosed through our MTSS process and instruction will be modified to be more explicit and in smaller groups. Programs and Possible Materials: 	<p>Then:</p> <ul style="list-style-type: none"> • Remediation/Intervention may be provided in an additional Intensive ELA Course; ESE students are also in a support/push-in ELA class OR placement in a Co-teach Model with a Reading Endorsed and Content Endorsed teacher. • Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies • Reading deficiency will be addressed and should include the following components: <ul style="list-style-type: none"> · prescriptive and targeted instruction for specific skill development, · variety of opportunities for repetitions (repeated exposures), · smaller chunks of text or content, · guided and independent reading practice,

<ul style="list-style-type: none"> • HMH Collections (CCRP) • CPALMS activities • Paired and independent reading across various genres • Write Score Lessons/Activities • Materials from NewsELA, CommonLit, and other resources 	<ul style="list-style-type: none"> • skill development and practice integrated into all activities, • Frequent monitoring. <ul style="list-style-type: none"> • Bi-Weekly or Weekly progress monitoring • Assess rate of progress • Assess how far behind benchmark • Will student catch up at this rate? • Was progress less, same, or more than class? • How did this student's progress compare to others in the same intervention? --If progress monitoring indicates the student is not making adequate progress toward on-level achievement, the following may occur: <ul style="list-style-type: none"> • Increased time/frequency of targeted instruction based on i-Ready category results. • Increased problem-solving; Change of target or type of intervention based on problem solving. • Provide a variety of opportunities to strengthen content reading and writing • Provide targeted differentiated small group instruction to meet individual student need. • Students not responding to this intensive intervention will be further diagnosed and will receive instruction through additional or alternative materials in order to accelerate reading success. Programs and Possible Materials: <ul style="list-style-type: none"> • HMH Collections (CCRP) • CPALMS activities • Paired and independent reading across various genres • iReady • Write Score Lessons/Activities • Materials from NewsELA, CommonLit, and other resources
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Calhoun District Decision Tree (DT3) Grades 9-12 All students will receive core standards instruction through Language Arts or Honors Language Arts course. Students that score Level 1 or Level 2 on FSA ELA State Assessment are considered to have a reading deficiency and will be targeted for intervention and further investigation by giving a STAR reading diagnostic. Students that have been targeted as having a substantial reading deficiency will be placed in the MTSS process. Parents will be notified. The STAR Reading Assessment will be administered three times per year for students in the MTSS process to monitor student progress toward end of the year mastery of the Language Arts Florida Standards. 11th and 12th graders that haven't met the graduation requirements will also be monitored and placed in Intensive Reading Class for further instruction so that students will achieve their highest ability level.

Flexibility options: Students in the MTSS process will be monitored and interventions/adjustments will be made to instruction if data indicates that they are not making progress. Revisions may be made as needed.

Performance Benchmarks for identification of reading deficiency and progress monitoring.

**Universal Screener – and Progress Monitoring: Renaissance Learning - STAR READING
STAR Reading Assessments**

9th and 10th students who scored a Level 1 or a Level 2 on the ELA Assessment
11th and 12th students who scored a Level 1 or a Level 2 on the 10th Grade ELA Assessment

TIER 2: FSA Level 2 FSA Level 2

Then:

- Remediation/Intervention may be provided in either a course identified through state required coding by a Reading certified/endorsed teacher or a Core Content Course with Intensive ELA Teacher support. ESE students may also be in a support/push-in ELA class.
- Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies
 - Provide additional strategies for text reading efficiency (comprehension and fluency).
- Students not responding and making progress will be further diagnosed through our MTSS process and instruction will be modified to be more explicit and in smaller groups. Programs and Possible Materials:
 - HMH Collections (CCRP)
 - CPALMS activities

TIER 3: FSA Level 1

Then:

- Remediation/Intervention may be provided in an additional Intensive ELA Course; ESE students are also in a support/push-in ELA class OR placement in a Co-teach Model with a Reading Endorsed and Content Endorsed teacher.
- Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies
- Reading deficiency will be addressed and should include the following components:
 - prescriptive and targeted instruction for specific skill development,
 - variety of opportunities for repetitions (repeated exposures),
 - smaller chunks of text or content,
 - guided and independent reading practice,
 - skill development and practice integrated into all activities,

- Paired and independent reading across various genres
- Write Score Lessons/Activities
- Materials from NewsELA, CommonLit, and other resources

- Frequent monitoring.
 - Bi-Weekly or Weekly progress monitoring
 - Assess rate of progress
 - Assess how far behind benchmark
 - Will student catch up at this rate?
 - Was progress less, same, or more than class?
 - How did this student's progress compare to others in the same intervention?
- If progress monitoring indicates the student is not making adequate progress toward on-level achievement, the following may occur:
 - Increased time/frequency of targeted instruction based on STAR category results.
 - Increased problem-solving; Change of target or type of intervention based on problem solving.
- Provide a variety of opportunities to strengthen content reading and writing
- Provide targeted differentiated small group instruction to meet individual student need.
- Students not responding to this intensive intervention will be further diagnosed and will receive instruction through additional or alternative materials in order to accelerate reading success. Programs and Possible Materials:
 - HMH Collections (CCRP)
 - CPALMS activities
 - Paired and independent reading across various genres
 - Write Score Lessons/Activities
 - Materials from NewsELA, CommonLit, and other resources activities through technology/STEM (Science, Technology, Arts, and Mathematics)