

Dixie 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: Tracy Lee

Contact Email: tracylee@dixie.k12.fl.us

Contact Telephone: (352)498-6257

District-Level Leadership

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

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

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	53	54	51	56	51	57	59

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	53	54	44	56	49	58	60

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

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	25	23	24	20	21	18	16
White/Hispanic	3	2	4	2	3	2	2
Economically Disadvantaged/Non-Economically Disadvantaged	19	18	11	16	9	14	12
Students with Disabilities/Students without Disabilities	31	29	36	26	36	23	21
English Language Learners/ Non-English Language Learners	0	0	0	0	0	0	0

* 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.

Expenditures from the allocation will be used to impact student achievement in relation to the district's performance, learning gains and achievement gap goals by providing one reading/literacy coach at each of the four schools. The reading/literacy coaches will provide professional development in research based reading strategies to reading and language arts teachers as well as content area teachers. They will assist teachers in improving their delivery of effective reading instruction, intervention instruction and/or reading instruction in the content areas. Coaches will work with content area and reading teachers to make instructional decisions and select and use appropriate instructional materials to meet student needs based on progress monitoring data with an emphasis on technical and informational text. Coaches will work closely with reading intervention teachers to design engaging lessons using appropriate curriculum to meet the unique learning needs of students with reading difficulties. They will also supervise progress monitoring for their respective schools and work with teachers to evaluate PM scores and devise plans to meet the academic needs of students as demonstrated by data scores.

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?

A district team consisting of: Director of ESE and Student Services (Alexa Mills), district Coordinator of Curriculum (Tracy Lee), Director of Secondary and Elementary Education (Buddy Schofield) and Superintendent of Schools (Mike Thomas) will be responsible for collection and review of student progress monitoring data during the school year.

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.

When determining student progress toward district goals, the district team will utilize data from a variety of progress monitoring tools: STAR Reading (high school), Write Score Reading (high school), Commonlit.org assessments (high school), Write Score Writing (elementary, middle and high school), FLKRS (lower elementary), i-Ready (elementary and middle school). This data will be used to assess student growth throughout the school year as well as determine any potential areas of concern.

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

Student progress monitoring data will be collected and reviewed by the district twice yearly (fall and winter) during meetings with school-based reading/literacy coaches, school principals and the district data review team.

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

The Coordinator of Curriculum and Director of ESE and Student Services will be responsible for ensuring the fidelity of appropriate interventions for students 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 Elementary and Secondary Education (Buddy Schofield), the Director of ESE and Student Services (Alexa Mills) and the Coordinator of Curriculum (Tracy Lee) are responsible for monitoring instruction to ensure it is aligned to grade-level Florida standards.

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

District and school level administrators will ensure classroom instruction is aligned to grade-level Florida standards through formal and informal classroom walkthroughs, monitoring of lesson plans and curriculum maps.

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

Evidence of classroom instruction aligned to grade-level Florida standards will be collected and discussed at monthly principal meetings. This will be an on-going conversation between district and school administration to ensure instruction is aligned to Florida standards and meeting student needs based on progress monitoring data.

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 Coordinator of Curriculum (Tracy Lee) and the district Title Coordinator (Carol Anne Forehand) will ensure schools have access to informational text for content areas in a variety of mediums.

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

The Coordinator of Curriculum (Tracy Lee) will meet with reading/literacy coaches to discuss types of informational texts that are being used by teachers in various content areas throughout the school. The Title Coordinator (Carol Anne Forehand) will work with Title I schools to provide technical and informational texts if a

need is found. There are a variety of texts available to students at all schools such as periodicals, textbooks and classroom libraries. Digital resources, such as Study Island, i-Ready, Readworks.org, Commonlit.org, etc. are also utilized.

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 ESE and Student Services (Alexa Mills) will ensure instruction is accessible to all learners using Universal Design for Learning principles.

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)?

The Director of ESE and Student Services (Alexa Mills) as well as school based principals and reading coaches will do formal and informal UDL fidelity check walkthroughs at the schools to ensure UDL principles are being implemented in classroom instruction and lesson planning.

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

Documentation of formal and informal UDL fidelity check walkthroughs will be collected and reviewed quarterly.

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

See Appendix A.

Research-Based Reading Instruction Allocation

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

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of

effective reading instruction, intervention and reading in the content areas based on student need;

- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

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

Professional Development

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

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

District Director of Elementary and Secondary Instruction (Buddy Schofield) is responsible for ensuring any professional development activities 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?

At this time our district chooses to fund inservice activities through either Title II or general funds.

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?

District Director of Elementary and Secondary Instruction (Buddy Schofield) is responsible for ensuring the training is entered into the MIP 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.**

The training in question 3 will not be funded through the Research-Based Reading Allocation. Our district chooses to fund this training through either Title II or general fund.

Reading/Literacy Coaches

The *Just Read, Florida!* Office strongly encourages district leadership to allocate reading/literacy coaches for schools determined to have the greatest need based on student performance data, especially achievement gaps. Please answer the following questions regarding reading/literacy coaches:

1. **What are the qualifications for reading/literacy coaches in your district? If there is a posted job description you may submit the link.**

<http://aplusweb.dixie.k12.fl.us/~isb@dixie.k12.fl.us/FOV1-00038DDC/%2360F%20Reading%20Coach.pdf?Plugin=Box>

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

Anderson Elementary School, Old Town Elementary School, Ruth Rains Middle School and Dixie County High School each have a reading/literacy coach that is 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.**

AES, RRMS and DCHS were schools identified as having the greatest need based on a review of student achievement data. All 3 schools received a grade of C for the 16-17 school year. OTES is a former A school that has shown drops in their school grade for the past two years and is fighting to regain their A status.

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

- Elementary: 1.4 reading/literacy coach positions (.7 at each school)
- Middle: .7 reading/literacy coach position
- High: 1.0 reading/literacy coach position

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

The effectiveness of reading/literacy coaches in our district is measured based on their evaluation for the school year. This evaluation includes a VAM score, which is based on the reading performance and learning gains of the school where they are based.

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

\$194,192.00

Supports for Identification and Intervention of Students With Reading Deficiencies

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

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

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

Our district will not use Research-Based Reading Instruction Allocation funds to provide reading intervention teachers that provide intensive interventions.

- 2. Were these schools identified to have the greatest need based on a review of the students achievement data? If not, please explain why reading intervention teachers were placed at these schools.**

N/A

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

- 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?

N/A

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.:

Our district will not use Research-Based Reading Instruction Allocation funds to provide supplemental instructional materials or interventions.

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

N/A

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.

Title I funds, non-adopted instructional materials funding or general fund.

Summer Reading Camps

Please complete the following questions regarding SRC.

- 1. **SRC Supervisor Name:** Tracy Lee
- 2. **Email Address:** tracylee@dixie.k12.fl.us
- 3. **Phone Number:**(352)498-6257
- 4. **Please list the schools which will host a SRC:**

Old Town Elementary and Anderson Elementary

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:** 6 hours per day
- d. **End Date:** June 28, 2018
- e. **Total number of instructional hours of reading:** 96 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 selected to deliver SRC instruction whenever possible.

7. What is the anticipated teacher/student ratio?

1:10

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

It is possible that 4th graders will be included, depending on the # of 3rd graders who demonstrate need for SRC.

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

Stanford 10 scores

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	\$9,370.00
District expenditures on reading coaches	\$194,192.00
District expenditures on intervention teachers	0
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 Categorical Spending	0
Sum of Expenditures	\$203,562.00
Amount of district research-based reading instruction allocation for 2018-2019	\$203,562.00

APPENDIX A



Alignment between K-12 Reading Plan, SP & P and ELL Plan

April 23, 2018

9:00 am

Instructional
Service
Building (ISB)

- Discussion of K-12 Comprehensive Research-Based Reading Plan Requirements
 - .. Discussion of alignment between District Special Programs and Procedures (SP & P) requirements and the K-12 Reading Plan requirements
 - .. Discussion of alignment between ELL Plan and the K-12 Reading Plan requirements
- Questions/ Input/ Suggestions

Attendees:

Alexa Mills - Director of Student Services + ESE

Inoey Lee - Coordinator of Curriculum

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

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

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

The charts must contain the following information:

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

Progress Monitoring Assessments	Dates:	If	Then	Programs Materials Strategies
Kindergarten FLKRS and/or i Ready	Assessment Period 1 August 2018 Assessment Period 2 December 2018 Assessment Period 3 May 2019	Student's scaled score is 437 and/or below on FLKRS and/or a student's On Level Range is below a 361 on the i Ready diagnostic test the student is deemed to have a substantial reading deficiency	Use Data from FLKRS and i Ready Diagnostic Assessment to determine the missing skills for grade level success. This will be used to implement daily-differentiated intervention required for students. Provide more intensity through additional time, smaller group size, and more targeted instruction. Student will receive Tier 3 intervention and parents will be notified of substantial reading deficiency, placement and intervention plan.	<ul style="list-style-type: none"> • Core Reading Curriculum • Supplemental Intervention Reading Program(s) and/or Comprehensive Intervention Reading Program • Daily small group or individualized differentiated intervention in addition to or an extension of the 90-minute reading block targeted to meet student's instructional needs, i Ready, Word Walls, Kagan Strategies, Listening Centers, FCRR center notebooks, SIPPS, Systematic Phonics, Waterford, Read Naturally, Great Leaps
FLKRS Scaled Scores 437 and below-L 438-496-M 497-529-H i Ready on Level Ranges 361 and below-Emerging K 362-395-Early 396-423-Mid 424-479-Late		Student's scaled score is 438-496 on FLKRS and/or student's On Level Range is 362-395 on the i Ready diagnostic test	Provide core curriculum instruction, focusing on strategic listening/reading/comprehension skills that include explicit instruction in using before, during, and after comprehension strategies. Student may receive RTi intervention and parents will be notified of placement and intervention plan.	<ul style="list-style-type: none"> • Core Reading Curriculum • Supplemental Intervention Reading Program(s) and/or Comprehensive Intervention Reading Program • Daily small group or individualized differentiated intervention that focused on before, during, and after reading strategies, in addition to or an extension of the 90-minute reading block targeted to meet student's instructional needs, i Ready, Word Walls, Kagan Strategies, Listening Centers, FCRR center notebooks, SIPPS, Systematic Phonics, Waterford, Read Naturally, Great Leaps
		Student's scaled score is 497-529 on FLKRS and/or student's On Level Range is 396-423 on the i Ready diagnostic test	Continue with on grade level instruction that follows a developmental reading continuum including instruction on grade level comprehension, vocabulary, phonics and fluency at the work and/or connected text level.	<ul style="list-style-type: none"> • Core Reading Curriculum • Daily Small Groups • Reciprocal teaching • Waterford • Leveled fiction and non-fiction readers
		Student's scaled score is 497-529 on FLKRS and/or student's On Level Range is 424-479 on the i Ready diagnostic test	Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher-level comprehension, vocabulary, phonics and fluency at the work and/or connected text level.	<ul style="list-style-type: none"> • Core Reading Curriculum • Kagan Strategies • Reciprocal teaching • Leveled fiction and non-fiction readers-AR • Waterford * Daily Small Groups

For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.

Progress Monitoring Assessments	Dates:	If	Then	Programs Materials Strategies
First Grade – Third Grade IOWA State Assessment and/or i Ready *FSA When Applicable	Assessment Period 1 August 2018 Assessment Period 2 December 2018 Assessment Period 3 May 2019	The student in grade 1 st – 3rd scores 39% or below on the IOWA test and/or Scaled Scores on i Ready as follows: First Grade: Student’s scaled score is 433 or below Second Grade: Student’s scaled score is 488 or below Third Grade: Student’s scaled score is 510 or below Third Grade: *Student scores a level 1 on previous FSA student is deemed to have a substantial reading deficiency	Use Data from IOWA, *FSA and i Ready Diagnostic Assessment to determine the missing skills for grade level success. This will be used to implement daily-differentiated intervention required for students. Provide more intensity through additional time, smaller group size, and more targeted instruction. Student will receive Tier 3 intervention and parents will be notified of substantial reading deficiency, placement and intervention plan.	<ul style="list-style-type: none"> • Core Reading Curriculum • Supplemental Intervention Reading Program(s) and/or Comprehensive Intervention Reading Program • Daily small group or individualized differentiated intervention in addition to or an extension of the 90-minute reading block targeted to meet student’s instructional needs, i Ready, Word Walls, Kagan Strategies, Listening Centers, FCRR center notebooks, SIPPS, Systematic Phonics, Waterford, Read Naturally, Great Leaps
i Ready On Level Ranges First Grade: 434-457-Early 458-479-Mid 480-536-Late Second Grade: 489-512-Early 513-536-Mid 537-560-Late Third Grade: 511-544-Early 545-560-Mid 561-602-Late		The student in grade 1 st – 3rd scores 39% or below on the IOWA test and/or Scaled Scores on i Ready as follows: First Grade: Student’s scaled score is 434-457 Second Grade: Student’s scaled score is 489-512 Third Grade: Student’s scaled score is 511-544 Third Grade: *Student scores a level 1 on previous FSA	Provide core curriculum instruction, focusing on strategic listening/reading/comprehension skills that include explicit instruction in using before, during, and after comprehension strategies. Student may receive RTi intervention and parents will be notified of placement and intervention plan.	<ul style="list-style-type: none"> • Core Reading Curriculum • Supplemental Intervention Reading Program(s) and/or Comprehensive Intervention Reading Program • Daily small group or individualized differentiated intervention that focused on before, during, and after reading strategies, in addition to or an extension of the 90-minute reading block targeted to meet student’s instructional needs, i Ready, Word Walls, Kagan Strategies, Listening Centers, FCRR center notebooks, SIPPS, Systematic Phonics, Waterford, Read Naturally, Great Leaps
	Assessment Period 1 August 2018 Assessment Period 2 December 2018 Assessment Period 3 May 2019	The student in grade 1 st – 3rd scores 39% or below on the IOWA test and/or Scaled Scores on i Ready as follows: First Grade: Student’s scaled score is 458-479 Second Grade: Student’s scaled score is 513-536 Third Grade: Student’s scaled score is 545-560 Third Grade: *Student scores a level 1 on previous FSA	Continue with on grade level instruction that follows a developmental reading continuum including instruction on grade level comprehension, vocabulary, phonics and fluency at the work and/or connected text level.	<ul style="list-style-type: none"> • Core Reading Curriculum • Daily Small Groups • Reciprocal teaching • Waterford • Leveled fiction and non-fiction readers
		The student in grade 1 st – 3rd scores 39% or below on the IOWA test and/or Scaled Scores on i Ready as follows: First Grade: Student’s scaled score is 480-536 Second Grade: Student’s scaled score is 537-560 Third Grade: Student’s scaled score is 561-602 Third Grade: *Student scores a level 1 on previous FSA	Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher-level comprehension, vocabulary, phonics and fluency at the work and/or connected text level.	<ul style="list-style-type: none"> • Core Reading Curriculum • Kagan Strategies • Reciprocal teaching • Leveled fiction and non-fiction readers-AR • Waterford • Daily Small Groups

Progress Monitoring Assessments	Dates:	If	Then	Programs Materials Strategies
Fourth and Fifth Grade FSA and/or i Ready	Assessment Period 1 August 2018 Assessment Period 2 December 2018 Assessment Period 3 May 2019	The student in 4 th -5 th grade scores a level 1 or 2 on the FSA test and/or has scale scores on i-Ready as follows: Fourth Grade: Student's scaled score is 556 or below Fifth Grade: Student's scaled score is 580 or below <i>student is deemed to have a substantial reading deficiency</i>	Use data from FSA and i Ready diagnostic test to help identify specific area of need. If a student struggles with Phonological or Orthographic errors, provide instruction in basic phonics (sound patterns, syllable types, etc.) If a student struggles with morphological errors provide instruction in base/root words and prefixes/suffixes. If not phonic issues, provide enhanced instruction in high-level reasoning skills, vocabulary and reading comprehension strategies required to meet grade level standards. Student will receive Tier 3 intervention and parents will be notified of substantial reading deficiency and placement	OPM Measures, Diagnostic Tool Kit Ready Resources Exact Path Kagan Strategies Reciprocal Teaching Leveled fiction and non-fiction books Core Curriculum Literature circles Great Books Study/Island SIPPS Graphic Organizers Read Naturally i Ready Daily Small Groups
i Ready On Level Ranges Fourth Grade 557-578-Early 579-602-Mid 603-629-Late Fifth Grade 581-608-Early 609-629-Mid 630-640-Late		The student in grade 4 th -5 th scores a level 1 or 2 on the FSA test and/or Scaled Scores on i Ready as follows: Fourth Grade: Student's scaled score is 557-578 Fifth Grade: Student's scaled score is 581-608	Access fluency (rate, accuracy and expression) through having the student orally read a passage. If the student read fluently, then work on comprehension strategies If the student struggles with reading fluently, then work on strategies addressing fluency (rate and accuracy) Students may receive Rti intervention and parents will be notified of placement.	OPM Measures, Diagnostic Tool Kit Ready Resources Exact Path Kagan Strategies Reciprocal Teaching Leveled fiction and non-fiction books Core Curriculum Literature circles Great Books Study/Island SIPPS i Ready Daily Small Groups Graphic Organizers Read Naturally
		The student in grade 4 th -5 th scores a level 1 or 2 on the FSA test and/or Scaled Scores on i Ready as follows: Fourth Grade: Student's scaled score is 579-602 Fifth Grade: Student's scaled score is 609-629	Provide enhanced instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.	OPM Measures, Diagnostic Tool Kit Ready Resources Exact Path Kagan Strategies Reciprocal Teaching Leveled fiction and non-fiction books Core Curriculum Literature circles Great Books Study/Island SIPPS Graphic Organizers
		The student in grade 4 th -5 th scores a level 1 or 2 on the FSA test and/or Scaled Scores on i Ready as follows: Fourth Grade: Student's scaled score is 603-629 Fifth Grade: Student's scaled score is 630-640	Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards. <ul style="list-style-type: none"> Use programs/strategies that we have available to address these needs. 	Ready Resources Exact Path Kagan Strategies Reciprocal Teaching Leveled fiction and non-fiction books-AR Core Curriculum Literature circles Great Books Study/Island SIPPS Graphic Organizers

Grades	Primary assessment used	FSA performance benchmark	Parent notification required	Reading placement	If student does not respond to intervention:	Programs/strategies to be utilized
6, 7, 8	FSA ELA scores	If a student scored a level 1 on FSA ELA in the previous academic year <i>the student is deemed to have a substantial reading deficiency</i>	Parents will be notified that their student has been identified as having a <i>substantial reading deficiency</i> based on scoring a level 1 on FSA ELA and will be placed in an intensive reading class for remediation.	Students will be placed in a 1 period intensive reading class where they will receive small group instruction from a reading endorsed/certified teacher in the specific areas of need. STAR/I-Ready Reading diagnostic data will be used to identify areas of reading deficiency. I-Ready will be used to monitor student progress throughout the year.	If a student does not respond to a specific reading intervention with the initial intensity provided, then reading intervention instruction and/or materials may be changed based on student data from I-Ready Reading scores. Students will also be assessed for fluency issues. If the student is found to be struggling with reading fluency, then the teacher/paraprofessional will work on strategies addressing fluency. Parents will be notified of this change.	Great Leaps Read Naturally Moby Max FCRR Center Notebooks Read/Think-alouds Support Coach Graphic Organizers Before/during/after strategies Activating/summarizing Collaborative strategies Accelerated Reader Close readings
Grades	Primary assessment used	FSA performance benchmark	Parent notification required	Reading placement	If student does not respond to intervention:	Programs/strategies to be utilized
6, 7, 8	FSA ELA scores	If a student scored a level 2 on FSA ELA in the previous academic year	Parents will be notified that their student has been identified as having a reading deficiency based on scoring a level 2 on FSA ELA and will be placed in grade level class or an intensive reading class based on the student's cumulative data from STAR/I-Ready scores and FSA ELA scores.	If a student scored a level 2 on FSA ELA and their STAR score is between 0-20 th percentile or I-Ready score is (6 th gr:100-565; 7 th gr: 100-582; 8 th gr: 100-593), they will be evaluated for fluency issues. If fluency issues are found, they will be placed in a 1 period intensive reading class where they will receive small group instruction from a reading endorsed/certified teacher in the specific areas of need (see programs/strategies for level 1 students listed above). I-Ready Reading diagnostic data will be used to monitor student progress throughout the year. If a student scored a level 2 on FSA ELA and their STAR score is between 21 st -40 th percentile or I-Ready score is (6 th gr: 566-597; 7 th gr: 583-608; 8 th gr: 594-619) and they do not have fluency issues, they will be placed in a 1 period reading class where they will receive enhanced instruction in high-level reasoning skills, vocabulary and reading comprehension strategies to meet grade level standards (level 3 or above on FSA ELA). STAR/I-Ready Reading diagnostic data will be used to identify any areas of reading deficiency. I-Ready will be used to monitor student progress throughout the year.	If a student does not respond to a specific reading intervention with the initial intensity provided, then they will be assessed for fluency issues. If fluency issues are found, student will be moved to the intensive reading class for students scoring level 1 on FSA ELA where they will receive small group instruction from a reading endorsed/certified teacher in the specific areas of need. STAR/I-Ready Reading diagnostic data will be used to identify areas of reading deficiency. I-Ready will be used to monitor student progress throughout the year. Parents will be notified of this change.	Moby Max Read/Think-alouds Support Coach Graphic Organizers Before/during/after strategies Activating/summarizing Collaborative strategies Accelerated Reader Close readings Readworks

Grade Level:	Primary Assessment Used:	Performance Benchmark:	Parent Notification:	Reading Placement:	If a student does not respond to intervention:
9th and 10th	FSA ELA Scores	If a student scores a level 1 on the FSA ELA in the previous academic year the student is deemed to have a substantial reading deficiency	Parents will be notified that their student has been identified as having a substantial reading deficiency based on scoring a level 1 on the FSA ELA and will be placed in an intensive reading class for remediation.	Students will be placed in an intensive reading class where they will receive small group instruction in the specific areas of need. Students will be assessed using the STAR Reading diagnostic data in order to identify the areas of deficiency. Students will be receive intervention in a 50 minute class.	If a student does not respond to a specific reading intervention with the initial intensity provided, then reading instruction will be altered based on student data. If data has not provided evidence for targeted reading intervention, then a more comprehensive diagnostic assessment will be administered: DAR, etc. As a result of more comprehensive diagnostic data, the student will possibly receive one-to-one intervention with a paraprofessional or reading coach.
9th and 10th	FSA ELA Scores	If a student scores a level 2 on the FSA ELA in the previous academic year	Parents will be notified that their student has been identified as having a reading deficiency based on scoring a level 2 on the FSA ELA and will be placed in either a grade level reading class or an intensive reading class based on the student's cumulative data.	Based on the student's FSA ELA scale score, the student will be assigned to a grade level reading class if the student falls into the upper scale score subgroup or an intensive reading class if the student falls into the lower subgroup. Each student's cumulative data will also be taken into consideration when assigning placement. Both classes will be 50 minutes in length. The grade level reading class will be taught in a whole group setting; the intensive reading class will be a combination of whole group and small group instruction.	If the student does not respond to a specific reading intervention with the initial intensity provided, then the reading intervention instruction or materials will be changed . Students can be moved to an intensive reading class if previously placed in the grade level reading class or the student can be moved to a 50 minute smaller reading intervention class with increased small group instruction if previously placed in the regular 50 minute reading intervention class.

Grade Level:	Primary Assessment Used:	Performance Benchmark:	Parent Notification:	Reading Placement:	If a student does not respond to intervention:
11th and 12th	FSA ELA 10th Grade Scores	If a student scores a level 1 or 2 on the 10th grade FSA ELA <i>the student is deemed to have a substantial reading deficiency</i>	Parents will be notified that their student has been identified as having a <i>substantial reading deficiency</i> based on scoring a level 1 or 2 on the FSA ELA and will be placed in an intensive reading class.	Students will be placed in an intensive reading class where they will receive enhanced instruction in high-level reasoning skills, vocabulary skills/strategies, and reading comprehension strategy instruction required to meet grade level standards, which are level 3 or above on the FSA ELA, or the concordant score on ACT or SAT college placement exams. The intensive reading class will be taught in a whole group setting.	If a student does not respond to a specific reading intervention with the initial intensity provided then the student will be moved to a small group setting or a one-to-one setting with a paraprofessional, who is monitored by a reading specialist, or the reading coach.