# FAU–Henderson 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:** Nicole Rubin
**Contact Email:** Rubinn@fau.edu
**Contact Telephone:** 5612974322

## 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 2016-2017 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 | 91 | 92 | 92 | 94 | 90 | 96 | 97 |

| 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 | 73 | 74 | 79 | 76 | 81 | 79 | 80 |

| 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 | 4 | 3 | 12 | 3 | 5 | 3 | 2 |
| White/Hispanic | 3 | 3 | 5 | 3 | 0 | 2 | 2 |
| Economically Disadvantaged/Non-Economically Disadvantaged | 8 | 7 | 14 | 6 | 13 | 5 | 4 |
| Students with Disabilities/Students without Disabilities | 28 | 25 | 40 | 23 | 50 | 20 | 18 |
| English Language Learners/ Non-English Language Learners | 53 | 48 | 32 | 44 | 33 | 40 | 35 |

* 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 are expected to impact student achievement in relation to our district goals by utilizing staff to close the achievement gap. Through the identification and tracking of students who fall into these subgroups, the reading coach can work in tandem with the intervention specialist to target these students through research based programs. This will directly impact proficiency based on the use of small group, with Tier 2 and Tier 3 students.

3. **In regard to district-level monitoring of student achievement progress, please address the following:**

   A. **Who at the district level is responsible for collecting and reviewing student progress monitoring data?**

      The FAU Lab School Administrative team along with the reading coach and the ESE Director collect multiple data sources and student work samples.

   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.**

      Reading Running Records (K-5)
      STAR Early Literacy (Incoming K and K)
      STAR Reading (1-2)
      FAIR (3-8)
      FUNDATIONS Unit Assessments (K-3)
      JUST WORDS Unit Assessments (4-8)
      Classroom Assessments and ELA Grades/ Work Samples (all grades)
      Progress monitoring logs and plans (PMP's) are also used to track student progress towards grade level standards. These documents are updated throughout the year and reviewed annually to determine if student goals have been met or if interventions need to continue into the following year.

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

      All students are screened and monitored 3 times a year by the district. Students recieving interventions at the Tier 2 and Tier 3 intensity levels will be monitored more closely through progress monitoring data continuously throughout the year. Each grade level team meets together with the reading coach and admin team to review progress monitoring data on a six week cycle. This data is used to identify students in need of intervention or additional support.

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

The reading coach and the SBT team leader are responsible for ensuring the fidelity of the students not progressing toward the district goals. They also track the appropriate interventions by reviewing progress monitoring logs.

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 FAU Lab School administrative team will ensure that all classroom instruction 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?**

   Evidence will be collected through classroom walk-throughs, observations and the review of Unit Plan Materials.

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

   This evidence will be reviewed quarterly.

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 reading coach/instructional coach will help teachers utilize existing informational text resources and the reading coach/instructional coach will be responsible for monitoring this process. If additional informational texts are needed, reading and content area teachers will request additional texts to the reading coach/instructional coach for their review.

   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?**

   To support the expectation that students are receiving rigorous instruction through a variety of informational text, the district has embedded additional resources within the Science, Social Studies, Math and Reading/Language Arts classrooms. The FAU Lab School district will provide funds to purchase additional informational text materials if needed.

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 FAU Lab School administrative team will ensure that all classroom instruction is accessible to the full range of learners using Universal Design for Learning principles for effective instructional design (planning) and delivery (teaching).

   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)?**

   Teachers in tandem with the reading coach will consider the potential variation in individual skills and learning styles as they develop their grade level LAFS/ELA unit plans using the UDL Process which consists of the following framework: Identify the course, define the universe, involve students, adopt and apply instructional strategies, plan for accommodations, and evaluate. All FAU Lab School district teachers are required to complete professional development to develop their technical skills with the UDL process. One example of the type of professional development that will be required is outlined in the following module: http://pdportal.florida-ese.org/courses/index.aspx Marzano strategies and IObservations will also be used during formal and informal observations and linking walks.

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

   This evidence will be collected quarterly and reviewed by the administrative team.

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?**

   Gracie Diaz

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

   15,000

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

   **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?**

   Gracie Diaz

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

   Yes

## 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.**

   Coaches must be reading endorsed or reading certified and have experience in the field of data driven reading instruction.

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

   A.D. Henderson University School

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.**

   Yes

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

    a. Elementary: 1 – (we are a k-8 school of which I service the entire school)
    b. Middle:Click here to enter text.
    c. High:0

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

    Yearly Evaluations
    Student performance data specific to responsibilities outlined in job description.

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

    62,475.00

**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?**

    A.D. Henderson

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 Intruction Allocation:**

    a. Elementary:1
    b. Middle: 0
    c. High:0

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

    60,000

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.:**

   Fundation Consumable
   Mrs. Wordsmith Word Study Program
   Istation
   Mindplay
   Flowcabulary
   Thinking Maps Online Component
   STAR
   RRR Binders

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

   23,471

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 Budget Funds

**Summer Reading Camps**

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:**Nicole Rubin

2. **Email Address:**Rubinn@fau.edu

3. **Phone Number:**5612974322

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

   A.D. Henderson

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

   a. **Start Date:**6/4/18
   b. **Which days of the week is SRC offered:**M,W,TH
   c. **Number of instructional hours per day in reading:**4
   d. **End Date:**7/2/18
   e. **Total number of instructional hours of reading:**48

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.?**

   Yes

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

   1:1

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?**

   Portfolio

## 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 | 62,475.00 | |
| District expenditures on intervention teachers | 60,000.00 | |
| District expenditures on supplemental materials or interventions | 23,471.00 | |
| District expenditures on professional development | 15,000.00 | |
| District expenditures on summer reading camps | 2,000.00 | |
| District expenditures on additional hour for school on the list of 300 lowest performing elementary schools | Click here to enter text. | |
| Flexible Categorial Spending | | |
| | Sum of Expenditures | 162,946.00 |
| | Amount of district research-based reading intruction allocation for 2018-2019 | 162,946.00 |

# MEETING NOTES – 4/6/18

Attendees: Nicole Rubin – District Reading Coach
Lyndsey Tolerton – District ESE and ELL Contact

- Review and discuss SP&P and ELL Documentation.
- Review reading plan and align to current ESE and ELL goals
- Discuss strategic intervention for ESE and ELL students
- Review gap closing ideas

**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;

# Chart D1: FAUS K-2 Assessment/Curriculum Decision Tree

**CHART D1: K-2 Assessment/Curriculum Decision Tree**

Immediate intensive intervention (iii) will be provided daily for thirty minutes to those students who show a substantial reading who score a scaled score below 496 on the STAR EL (K) or below the 50th percentile on STAR Reading (1st &2nd ) The interventions will be provided in small group settings with no more than 5 students. Students that score between 497-529 will be placed on a watch list where Tier 1 will be tracked. (K). Students scoring between the 50th and 70th percentile on STAR will also be included on "Watch" (1st and 2nd)

| Components of Reading | Reading Assessment | IF... Target Audience | THEN... Interventions/Curriculum Connections | Performance Benchmark used for Decision-Making | IF student does NOT respond to intervention |
|---|---|---|---|---|---|
| **Phonemic Awareness** | STAR Early Literacy (K) STAR Reading (1-2)<br><br>Fountas & Pinnell Benchmark Assessment System: Word Study Assessments & Reading Running Records (K-2) | Below the 50th Percentile on Local Reading Assessments<br><br>Below the 50th Percentile on Curriculum-Based Oral Reading Fluency Norms | - Use the scores to determine the level of daily differentiated intervention required for students. Provide more intensity through additional time, smaller group size, and more targeted instruction.<br><br>**Immediate Intensive Intervention:**<br>Oral Language/Phonemic Awareness: Progress Monitoring Plan (PMP)<br><br>**Curriculum Connections:**<br>-Leveled Literacy Intervention Program (LLI)<br>-FCRR Student Center Activities: Oral Language/Phonological Awareness<br>-Word Play activities<br>-Songs, Poems, Rhymes<br>-Phoneme manipulation/blending/ segmentation<br>-Sentence segmentation activities<br>-iPad ELA Applications<br>-Fundations Wilson Language Basics for K-3 | STAR Early Literacy (K)<br><br>STAR Reading (1-2)<br><br>Fountas & Pinnell Phonics Lessons Assessment Checklists<br><br>Fountas & Pinnell Word Study Assessment Checklists<br><br>Fountas & Pinnell Benchmark Assessment System<br><br>Oral Language/Phonemic Awareness Inventory<br><br>Informal teacher assessments | For students who have not responded to a specific reading intervention delivered with fidelity and with initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.<br><br>Immediate School-Based Team (SBT) Meeting to change Tier 2 & 3 interventions |
| **Phonics** | STAR Early Literacy (K) STAR Reading (1-2)<br><br>Fountas & Pinnell Benchmark Assessment System: Word Study Assessments & Reading Running | Below the 50th Percentile on Local Reading Assessments<br><br>Below the 50th Percentile on Curriculum-Based Oral Reading Fluency Norms | - Use the scores to determine the level of daily differentiated intervention required for students. Provide more intensity through additional time, smaller group size, and more targeted instruction.<br><br>**Immediate Intensive Intervention:**<br>Phonics: PMP<br><br>**Curriculum Connections:** | STAR Early Literacy (K)<br><br>STAR Reading (1-2)<br><br>Fountas & Pinnell Phonics Lessons Assessment Checklists<br><br>Fountas & Pinnell Word Study Assessment Checklists | For students who have not responded to a specific reading intervention delivered with fidelity and with initial intensity (time and group size) provided, |

| | | | | | |
|---|---|---|---|---|---|
| | Records (K-2) | | -Leveled Literacy Intervention Program (LLI)<br>-Explicit Phonics Instruction<br>-FCRR Student Center Activities: Phonics<br>-Decodable books<br>-Letter/Word Recognition games<br>-Rhymes/Spelling Patterns<br>-Word Sorting/Word Puzzles<br>-Making Words activities<br>-Word Wall activities<br>-Inflectional endings activities<br>-Prefix/suffix/root word lessons<br>-iPad ELA Applications<br>-Fundations Wilson Language Basics for K-3 | Fountas & Pinnell Benchmark Assessment System<br><br>Informal teacher assessments | reading intervention instruction and/or materials will be changed based on student data.<br><br>Immediate School-Based Team (SBT) Meeting to change Tier 2 & 3 interventions |
| **Fluency** | Fountas & Pinnell Benchmark Assessment System: Reading Running Records (K-2) | Below ADHUS Quarterly Benchmark Reading Levels<br><br>Below the 50th Percentile on Curriculum-Based Oral Reading Fluency Norms | -Use the scores to determine the level of daily differentiated intervention required for students. Provide more intensity through additional time, smaller group size, and more targeted instruction.<br><br>**Immediate Intensive Intervention:**<br>Fluency: PMP<br><br>**Curriculum Connections:**<br>-Leveled Literacy Intervention Program (LLI)<br>-FCRR Student Center Activities: Fluency<br>-Reading A-Z: Fluency Passages<br>-Repeated Readings/Reader's Theater<br>-High Frequency Word lists<br>-Partner reading/Choral reading<br>-Teacher Read Alouds /Teacher Think Alouds<br>-iPad ELA Applications | STAR Early Literacy (K)<br><br>STAR Reading (1-2)<br><br>Fountas & Pinnell Phonics Lessons Assessment Checklists<br><br>Fountas & Pinnell Word Study Assessment Checklists<br><br>Fountas & Pinnell Benchmark Assessment System<br><br>Informal teacher assessments | For students who have not responded to a specific reading intervention delivered with fidelity and with initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.<br><br>Immediate School-Based Team (SBT) Meeting to change Tier 2 & 3 interventions |
| **Vocabulary** | STAR Early Literacy (K) STAR Reading (1-2)<br><br>Fountas & Pinnell Benchmark | Below the 50th Percentile on Local Reading Assessments<br><br>Below ADHUS Quarterly Benchmark Reading | - Use the scores to determine the level of daily differentiated intervention required for students. Provide more intensity through additional time, smaller group size, and more targeted instruction. | STAR Early Literacy (K)<br><br>STAR Reading (1-2)<br><br>Fountas & Pinnell Phonics Lessons Assessment Checklists | For students who have not responded to a specific reading intervention delivered with fidelity and with |

| | | | | | |
|---|---|---|---|---|---|
| | Assessment System: Word Study Assessments & Reading Running Records (K-2) | Levels | **Immediate Intensive Intervention:** Vocabulary: PMP<br><br>**Curriculum Connections:**<br>-Leveled Literacy Intervention Program (LLI)<br>-FCRR Student Center Activities: Vocabulary<br>-Vocabulary Instruction/Word Study<br>-Content Area Instruction/Word Wall<br>-Teacher Read Alouds/Teacher Think Alouds<br>-Integrated reading and writing activities<br>-Graphic Organizers/Word Wall Activities<br>-iPad ELA Applications<br>-Kindle e-reader and e-library | Fountas & Pinnell Word Study Assessment Checklists<br><br>Fountas & Pinnell Benchmark Assessment System<br><br>Informal teacher assessments | initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.<br><br>Immediate School-Based Team (SBT) Meeting to change Tier 2 & 3 interventions |
| **Comprehension** | STAR Early Literacy (K) STAR Reading (1-2)<br><br>Fountas & Pinnell Benchmark Assessment System: Word Study Assessments & Reading Running Records (K-2) | Below the 50th Percentile on Local Reading Assessments<br><br>Below ADHUS Quarterly Benchmark Reading Levels | - Use the scores to determine the level of daily differentiated intervention required for students. Provide more intensity through additional time, smaller group size, and more targeted instruction.<br><br>**Immediate Intensive Intervention:** Comprehension: PMP<br><br>**Curriculum Connections:**<br>-Leveled Literacy Intervention Program (LLI)<br>-FCRR Student Center Activities: Comprehension<br>-Explicit instruction in comprehension strategies<br>-Reciprocal Teaching/QARs<br>-Content Area & Vocabulary instruction<br>-Teacher Read Alouds/Teacher Think Alouds<br>-Integrated reading and writing activities<br>-iPad ELA Applications<br>-Kindle e-reader and e-library | STAR Early Literacy (K)<br><br>STAR Reading (1-2)<br><br>Accelerated Reader<br><br>Fountas & Pinnell Phonics Lessons Assessment Checklists<br><br>Fountas & Pinnell Word Study Assessment Checklists<br><br>Fountas & Pinnell Benchmark Assessment System<br><br>Informal teacher assessments | For students who have not responded to a specific reading intervention delivered with fidelity and with initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.<br><br>Immediate School-Based Team (SBT) Meeting to change Tier 2 & 3 interventions |

## Chart D1: FAUS K-2 Assessment/Curriculum Decision Tree

# A.D. Henderson University School
**Quarterly Benchmark Reading Levels**

| Independent Levels | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter |
|---|---|---|---|---|
| **Kindergarten** | | **A/B** | **C** | **D/E** |
| **1st Grade** | **F** | **G** | **I** | **J** |
| **2nd Grade** | **K** | **L** | **M** | **N** |
| **3rd Grade** | **N** | **O** | **P** | **Q** |
| **4th Grade** | **Q** | **R** | **S** | **T** |
| **5th Grade** | **T** | **U** | **V** | **W** |

*Adapted from Fountas & Pinnell A-Z Benchmark Assessment System

*We will incorporate the reading level as part of the child's reading instruction, which is also informed by additional reading assessments, habits, growth, etc.
*The goal is for every student to gain at least one year's growth

# Chart D2: FAUS 3-5 Assessment/Curriculum Decision Tree

**Chart D2: 3-5 Assessment/Curriculum Decision Tree**

<mark>Immediate intensive intervention (iii) will be provided daily for thirty minutes to those students who show a substantial reading disability by scoring in the Yellow or Red Success Zone on the FAIR-FS. The interventions will be provided in small group settings with no more than 5 students. Non-proficient students on the FSA Reading/ELA may be removed from the immediate intensive intervention group when adequate grade level progress is demonstrated on the FAIR-FS assessment (Green Success Zone) and at least one of the other progress monitoring assessments.</mark>

| Components of Reading | Reading Assessment | IF... Target Audience | THEN... Interventions/Curriculum Connections | Performance Benchmark used for Decision-Making | IF... Student Fails Interventions |
|---|---|---|---|---|---|
| **Phonemic Awareness** | FSA Reading/ELA<br><br>FAIR-FS (AP 1, 2, 3) | Level 1 & 2<br><br>Probability of Literacy Success score is below 85% (Yellow or Red Success Zone)<br><br>Below the 50th Percentile on Curriculum-Based Oral Reading Fluency Norms | -Provide enhanced instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.<br>-Use the WRT, VKT, and SKT to form a profile* to determine the appropriate programs/materials/strategies to meet student needs.<br><br>**Immediate Intensive Intervention:**<br>Phonemic Awareness: Progress Monitoring Plan (PMP)<br><br>**Curriculum Connections:**<br>-Leveled Literacy Intervention Program (LLI)<br>-FCRR Student Center Activities: Phonological Awareness<br>-Games, Songs, Poems, Rhymes<br>-Segmenting and Blending activities<br>-iPad ELA Applications | FAIR-FS (AP 1, 2, 3)<br>*Use Ongoing Progress Monitoring (OPM) to monitor student progress between Assessment Periods*<br><br>Fountas & Pinnell Word Study Lessons: Assessment Checklists<br><br>Fountas & Pinnell Benchmark Assessment System<br><br>Informal teacher assessments | For students who have not responded to a specific reading intervention delivered with fidelity and with initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.<br><br>Immediate School-Based Team (SBT) Meeting to change Tier 2 & 3 interventions |
| **Phonics** | FSA Reading/ELA<br><br>FAIR-FS (AP 1, 2, 3) | Level 1 & 2<br><br>Probability of Literacy Success score is below 85% (Yellow or Red Success Zone)<br><br>Below the 50th Percentile on Curriculum-Based Oral Reading Fluency Norms | -Provide enhanced instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.<br>-Use the WRT, VKT, and SKT to form a profile* to determine the appropriate programs/materials/strategies to meet student needs.<br><br>**Immediate Intensive Intervention:**<br>Phonics: PMP<br><br>**Curriculum Connections:** | FAIR-FS (AP 1, 2, 3)<br>*Use Ongoing Progress Monitoring (OPM) or the ELA Formative Assessment System to monitor student progress between Assessment Periods*<br><br>Fountas & Pinnell Word Study Lessons: Assessment Checklists<br><br>Fountas & Pinnell Benchmark Assessment System | For students who have not responded to a specific reading intervention delivered with fidelity and with initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. |

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| | | | -Leveled Literacy Intervention Program (LLI)<br>-FCRR Student Center Activities: Phonics<br>-Explicit Phonics Instruction<br>-Making Words/Word Sorts<br>-Rhymes/Word Patterns/Spelling Patterns<br>-Word Wall activities<br>-Inflectional endings activities<br>-Prefix/suffix/root word lessons<br>-iPad ELA Applications | Informal teacher assessments | Immediate School-Based Team (SBT) Meeting to change Tier 2 & 3 interventions |
| **Fluency** | FSA Reading/ELA<br><br>FAIR-FS<br>(AP 1, 2, 3)<br><br><br>Reading Running Records (Benchmark Assessment System) | Level 1 & 2<br><br>Probability of Literacy Success score is below 85% (Yellow or Red Success Zone)<br><br>Below ADHUS Quarterly Benchmark Reading Levels<br><br>Below the 50th Percentile on Curriculum-Based Oral Reading Fluency Norms | -Provide enhanced instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.<br>-Use the WRT, VKT, and SKT to form a profile* to determine the appropriate programs/materials/strategies to meet student needs.<br><br>**Immediate Intensive Intervention:**<br>Fluency: PMP<br><br>**Curriculum Connections:**<br>-Reading Plus: See Reader<br>-Leveled Literacy Intervention Program (LLI)<br>-FCRR Student Center Activities: Fluency<br>-Reading A-Z: Fluency Passages<br>-Repeated Readings/Reader's Theater<br>-High Frequency Word List activities<br>-Partner reading/Choral reading<br>-Teacher Read/Think Alouds<br>-Listening center<br>-Songs and Poems<br>-iPad ELA Applications | FAIR-FS (AP 1, 2, 3)<br>*Use Ongoing Progress Monitoring (OPM) to monitor student progress between Assessment Periods*<br><br>Fountas & Pinnell Word Study Lessons: Assessment Checklists<br><br>Fountas & Pinnell Benchmark Assessment System<br><br>Informal teacher assessments | For students who have not responded to a specific reading intervention delivered with fidelity and with initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.<br><br>Immediate School-Based Team (SBT) Meeting to change Tier 2 & 3 interventions |
| **Vocabulary** | FSA Reading/ELA<br><br>FAIR-FS<br>(AP 1, 2, 3) | Level 1 & 2<br><br>Probability of Literacy Success score is below 85% (Yellow or Red Success Zone) | -Provide enhanced instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.<br>-Use the WRT, VKT, and SKT to form a profile* to determine the appropriate programs/materials/strategies to meet student needs. | FAIR-FS (AP 1, 2, 3)<br>*Use Ongoing Progress Monitoring (OPM) to monitor student progress between Assessment Periods*<br><br>Reading Plus Read Around Scores on Weekly Assignments | For students who have not responded to a specific reading intervention delivered with fidelity and with initial intensity (time and group size) provided, reading intervention |

# Chart D2: FAUS 3-5 Assessment/Curriculum Decision Tree

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|---|---|---|---|---|---|
| | | | **Immediate Intensive Intervention:**<br>Vocabulary: PMP<br><br>**Curriculum Connections:**<br>-Reading Plus: Read Around<br>-Leveled Literacy Intervention Program (LLI)<br>-FCRR Student Center Activities: Vocabulary<br>-Vocabulary Instruction<br>-Word Study<br>-Content Area instruction<br>-Reading in the Content Area<br>-Teacher Read/Think Alouds<br>-Integrated reading and writing activities<br>-Graphic Organizers/Word Wall Activities<br>-iPad ELA Applications<br>-Kindle e-reader and e-library | STAR Reading<br><br>Fountas & Pinnell Word Study Lessons: Assessment Checklists<br><br>Fountas & Pinnell Benchmark Assessment System<br><br>Fall/Winter FSA Reading/ELA Diagnostics<br><br>Informal teacher assessments | instruction and/or materials will be changed based on student data.<br><br>Immediate School-Based Team (SBT) Meeting to change Tier 2 & 3 interventions |
| **Comprehension** | FSA Reading/ELA<br><br>FAIR-FS<br>(AP 1, 2, 3) | Level 1 & 2<br><br>Probability of Reading Success score is below 85% (Yellow or Red Success Zone) | -Provide enhanced instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.<br>-Use the WRT, VKT, and SKT to form a profile* to determine the appropriate programs/materials/strategies to meet student needs.<br><br>**Immediate Intensive Intervention:**<br>Comprehension: PMP<br><br>**Curriculum Connections:**<br>-Reading Plus: See Reader<br>-Leveled Literacy Intervention Program (LLI)<br>-FCRR Student Center Activities: Comprehension<br>-Explicit instruction in comprehension strategies<br>-Reciprocal Teaching/QARs<br>-Content Area Instruction<br>-Vocabulary Instruction<br>-Teacher Read/Think Alouds<br>-Integrated reading and writing activities<br>-iPad ELA Applications<br>-Kindle e-reader and e-library | FAIR-FS (AP 1, 2, 3)<br>*Use Ongoing Progress Monitoring (OPM) to monitor student progress between Assessment Periods*<br><br>Reading Plus See Reader Scores on Weekly Assignments<br><br>STAR Reading<br><br>Fountas & Pinnell Word Study Lessons: Assessment Checklists<br><br>Fountas & Pinnell Benchmark Assessment System<br><br>Fall/Winter FSA Reading/ELA Diagnostics<br><br>Informal teacher assessments | For students who have not responded to a specific reading intervention delivered with fidelity and with initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.<br><br>Immediate School-Based Team (SBT) Meeting to change Tier 2 & 3 interventions |

# A.D. Henderson University School

**Quarterly Benchmark Reading Levels**

| Independent Levels | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter |
|---|---|---|---|---|
| Kindergarten | | **A/B** | **C** | **D/E** |
| 1st Grade | **F** | **G** | **I** | **J** |
| 2nd Grade | **K** | **L** | **M** | **N** |
| 3rd Grade | **N** | **O** | **P** | **Q** |
| 4th Grade | **Q** | **R** | **S** | **T** |
| 5th Grade | **T** | **U** | **V** | **W** |

*Adapted from Fountas & Pinnell A-Z Benchmark Assessment System

*We will incorporate the reading level as part of the child's reading instruction, which is also informed by additional reading assessments, habits, growth, etc.

*The goal is for every student to gain at least one year's growth

# Chart G: FAUS 6-12 Assessment/Curriculum Decision Tree

**Chart G: 6-12 Assessment/Curriculum Decision Tree**
Immediate intensive intervention (iii) will be provided daily for thirty minutes to those students in the Yellow or Red Success Zone on the FAIR-FS. The interventions will be provided in small group settings with no more than 5 students. Non-proficient students on the FSA Reading/ELA may be removed from the immediate intensive intervention group when adequate grade level progress is demonstrated on the FAIR-FS assessment (Green Success Zone) and at least one of the other progress monitoring assessments.

| Components of Reading | Reading Assessment | IF... Target Audience | THEN... Interventions/Curriculum Connections | Performance Benchmark used for Decision-Making | IF... Student Fails Interventions |
|---|---|---|---|---|---|
| **Phonemic Awareness** | FSA Reading/ELA<br><br>FAIR-FS (AP 1, 2, 3) | Level 1 & 2<br><br>Probability of Literacy Success score is below 85% (Yellow or Red Success Zone)<br><br>Below the 50th Percentile on Curriculum-Based Oral Reading Fluency Norms | -Provide enhanced instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.<br>-Use the WRT, VKT, and SKT to form a profile* to determine the appropriate programs/materials/strategies to meet student needs.<br><br>**Immediate Intensive Intervention:**<br>Phonemic Awareness: Progress Monitoring Plan (PMP)<br><br>**Curriculum Connections:**<br>-Language Arts Class (25 students/90 minutes every other day): Tier 2 & 3 Interventions<br>-Intensive Reading Class (15 students/90 minutes every other day)<br>-Fountas & Pinnell Benchmark Assessment System<br>-Explicit Phonemic Awareness Instruction<br>-iPad ELA Applications<br>-Kindle e-reader and e-library | **FAIR-FS (AP 1, 2, 3)**<br>*Use Ongoing Progress Monitoring (OPM) or the ELA Formative Assessment System to monitor student progress between Assessment Periods*<br><br>Fountas & Pinnell Word Study Lessons: Assessment Checklists<br><br>Fountas & Pinnell Benchmark Assessment System<br><br>Informal teacher assessments | For students who have not responded to a specific reading intervention delivered with fidelity and with initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.<br><br>Immediate School-Based Team (SBT) Meeting to change Tier 2 & 3 interventions |
| **Phonics** | FSA Reading/ELA<br><br>FAIR-FS (AP 1, 2, 3) | Level 1 & 2<br><br>Probability of Literacy Success score is below 85% (Yellow or Red Success Zone)<br><br>Below the 50th Percentile on | -Provide enhanced instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.<br>-Use the WRT, VKT, and SKT to form a profile* to determine the appropriate programs/materials/strategies to meet student needs.<br><br>**Immediate Intensive Intervention:**<br>Phonics: PMP | FAIR-FS (AP 1, 2, 3)<br>*Use Ongoing Progress Monitoring (OPM) or the ELA Formative Assessment System to monitor student progress between Assessment Periods*<br><br>Fountas & Pinnell Word Study Lessons: Assessment Checklists<br><br>Fountas & Pinnell Benchmark | For students who have not responded to a specific reading intervention delivered with fidelity and with initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on |

# Chart G: FAUS 6-12 Assessment/Curriculum Decision Tree

| | | | | Assessment System | student data. |
|---|---|---|---|---|---|
| | | Curriculum-Based Oral Reading Fluency Norms | **Curriculum Connections:**<br>-Language Arts Class (25 students/90 minutes every other day): Tier 2 & 3 Interventions<br>-Intensive Reading Class (15 students/90 minutes every other day)<br>-Fountas & Pinnell Benchmark Assessment System<br>-Explicit Phonemic Awareness Instruction<br>-iPad ELA Applications<br>-Kindle e-reader and e-library | Informal teacher assessments | Immediate School-Based Team (SBT) Meeting to change Tier 2 & 3 interventions |
| **Fluency** | FSA Reading/ELA<br><br>FAIR-FS (AP 1, 2, 3)<br><br><br><br>Reading Running Records (Benchmark Assessment System) | Level 1 & 2<br><br>Probability of Literacy Success score is below 85% (Yellow or Red Success Zone)<br><br>Below ADHUS Quarterly Benchmark Reading Levels<br><br>Below the 50th Percentile on Curriculum-Based Oral Reading Fluency Norms | -Provide enhanced instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.<br>-Use the WRT, VKT, and SKT to form a profile* to determine the appropriate programs/materials/strategies to meet student needs.<br><br>**Immediate Intensive Intervention:**<br>Fluency: PMP<br><br>**Curriculum Connections:**<br>-Language Arts Class (25 students/90 minutes every other day): Tier 2 & 3 Interventions<br>-Intensive Reading Class (15 students/90 minutes every other day)<br>-Reading Plus: Read Around & See Reader<br>-Fountas & Pinnell Benchmark Assessment System<br>-Explicit Phonemic Awareness Instruction<br>-iPad ELA Applications<br>-Kindle e-reader and e-library | FAIR-FS (AP 1, 2, 3)<br>*Use Ongoing Progress Monitoring (OPM) or the ELA Formative Assessment System to monitor student progress between Assessment Periods*<br><br>Fountas & Pinnell Word Study Lessons: Assessment Checklists<br><br>Fountas & Pinnell Benchmark Assessment System<br><br>Informal teacher assessments | For students who have not responded to a specific reading intervention delivered with fidelity and with initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.<br><br>Immediate School-Based Team (SBT) Meeting to change Tier 2 & 3 interventions |
| **Vocabulary** | FSA Reading/ELA<br><br>FAIR-FS (AP 1, 2, 3) | Level 1 & 2<br><br>Probability of Literacy Success score is below 85% (Yellow or Red | -Provide enhanced instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.<br>-Use the WRT, VKT, and SKT to form a profile* to determine the appropriate programs/materials/strategies to meet student | FAIR-FS (AP 1, 2, 3)<br>*Use Ongoing Progress Monitoring (OPM) or the ELA Formative Assessment System to monitor student progress between Assessment Periods* | For students who have not responded to a specific reading intervention delivered with fidelity and with initial intensity (time and group size) provided, |

# Chart G: FAUS 6-12 Assessment/Curriculum Decision Tree

| | | | | | |
|---|---|---|---|---|---|
| | | Success Zone) | needs.<br><br>**Immediate Intensive Intervention:**<br>Vocabulary: PMP<br><br>**Curriculum Connections:**<br>--Language Arts Class (25 students/90 minutes every other day): Tier 2 & 3 Interventions<br>-Intensive Reading Class (15 students/90 minutes every other day)<br>-Reading Plus: Read Around<br>-Fountas & Pinnell Benchmark Assessment System<br>-Explicit Phonemic Awareness Instruction<br>-iPad ELA Applications<br>-Kindle e-reader and e-library | Reading Plus Read Around Scores on Weekly Assignments<br><br>STAR Reading<br><br>Fountas & Pinnell Word Study Lessons: Assessment Checklists<br><br>Fountas & Pinnell Benchmark Assessment System<br><br>Fall/Winter FSA Reading/ELA Diagnostics<br><br>Informal teacher assessments | reading intervention instruction and/or materials will be changed based on student data.<br><br>Immediate School-Based Team (SBT) Meeting to change Tier 2 & 3 interventions |
| **Comprehension** | FSA Reading/ELA<br><br>FAIR-FS (AP 1, 2, 3) | Level 1 & 2<br><br>Probability of Reading Success score is below 85% (Yellow or Red Success Zone) | -Provide enhanced instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.<br>-Use the WRT, VKT, and SKT to form a profile* to determine the appropriate programs/materials/strategies to meet student needs.<br><br>**Immediate Intensive Intervention:**<br>Comprehension: PMP<br><br>**Curriculum Connections:**<br>-Language Arts Class (25 students/90 minutes every other day): Tier 2 & 3 Interventions<br>-Intensive Reading Class (15 students/90 minutes every other day)<br>-Reading Plus: See Reader<br>-Fountas & Pinnell Benchmark Assessment System<br>-Explicit Phonemic Awareness Instruction<br>-iPad ELA Applications<br>-Kindle e-reader and e-library | FAIR-FS (AP 1, 2, 3)<br>*Use Ongoing Progress Monitoring (OPM) or the ELA Formative Assessment System to monitor student progress between Assessment Periods*<br><br>Reading Plus See Reader Scores on Weekly Assignments<br><br>STAR Reading<br><br>Fountas & Pinnell Word Study Lessons: Assessment Checklists<br><br>Fountas & Pinnell Benchmark Assessment System<br><br>Fall/Winter FSA Reading/ELA Diagnostics<br><br>Informal teacher assessments | For students who have not responded to a specific reading intervention delivered with fidelity and with initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.<br><br>Immediate School-Based Team (SBT) Meeting to change Tier 2 & 3 interventions |