Florida Virtual School 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: Patricia Hunt
Contact Email: phunt@flvs.net
Contact Telephone: 239-826-7564

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	67	69	68	71	Click here to enter text.	72	73

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	58	60	58	62	Click here to enter text.	64	65

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	6	12	14	11	10	10	9
White/Hispanic	1	0	0	0	1	0	0
Economically Disadvantaged/Non-Economically Disadvantaged	13	11	13	10	11	9	8
Students with Disabilities/Students without Disabilities	17	15	34	13	31	12	11
English Language Learners/ Non-English Language Learners	44	32	44	28	30	25	23

* 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 in a variety of ways. We have a dedicated literacy coach/specialist for each school (Elementary, Middle, High) that works directly with administrators, teachers (classroom and intervention) and members of the ESE, ESOL, Guidance, and RtI teams. Working together with these teams and analyzing data from a variety of student assessments, the Literacy Coach provides professional development and coaching on research-based literacy strategies to increase student achievement in the students' areas of need. The funds from the allocation will be utilized to pay for Literacy Coaches, Intensive Reading Teachers, professional development and supplemental materials to enhance literacy instruction.

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?**

      Administrators at the district and school level will review the progress monitoring data. Depending on the student, ESE, ESOL and RtI teams may also be responsible for collecting and reviewing student data. School Level Administorators will meet with the literacy coaches and teachers for data chats to determine interventions and best practices for improving student achievemet.

   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.**

      Elementary
      K: STAR, Exact Path
      Grades 1 & 2: Exact Path
      Grades 3 – 5: i-Ready
      Middle
      Grades 6 – 8: i-Ready
      High
      Grades 9 – 12: Scantron Achievment Series

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

      Reading progress monitoring data will be collected and reviewed a minimum of three times per year. Students in K-5 will be given a progress monitoring assessment at the beginning of the year, mid-year, and end of the year to measure growth and assist with data-driven instruction. Level 1 & 2 students and students without scores that are below grade level based on diagnostic data, grades 6-12 will be given a progress monitoring assessment at the beginning of the year, mid-

year, and end of year to measure growth and assist with data-driven instruction. Schools may choose to assess more frequently if needed to monitor progress.

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

   District and school level administrators will review progress monitoring data to create a plan of action for support. Multiple teams such as Literacy, ESE, ESOL, and RtI will work together to review data and determine appropriate interventions.

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?**

      Our Curriculum Product Innovation Team is responsible for ensuring our courses are aligned to grade-level standards. School-based administrators ensure that classroom instruction is aligned to grade-level standards through monthly classroom walk-throughs and conversations.

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

      School-based administrators collect classroom walk-through data and teacher evaluation data which may include live lesson recordings, live lesson observations, and discussion-based assessment observations. Additionally, Professional Learning Community (PLC) data is collected and reviewed by teacher PLC facilitators and school-based administration with the guidance of Professional Learning Specialists.

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

      Classroom walk-through data is collected by school-based administrators monthly. Additionally, informal evaluations are conducted once and formal evaluations are conducted once a year by administrators. New teachers receive two informal evaluations in their first year. PLC data is collected by teacher facilitators throughout the year and is reviewed and analyzed annually.

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 Curriculum Product Innovation Team, District Literacy Coordinator, district and school administrators are responsible for ensuring that schools have access to informational text for each content area in a variety of mediums. School-level administistators will monitor usage through classroom walk-throughs.

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 district will ensure that schools have access to informational text for each content area in a variety of mediums by presenting students with an assortment of appropriately complex text at each grade level through course content, live lesson instruction and independent reading selections. The Curriculum Product Innovation Team, school-based administration and the District Literacy Coordinator will monitor the qualitative and quantitative measures of the text presented, as well as the reader and task considerations in each subject area. "Stretch" texts are also included in each subject area to challenge students in both instructional and independent practice. The literacy coaches support teachers in the selection of texts appropriate for instructional use and the use of content reading strategies. The district provides access to online digital databases for access to a wide variety of informational texts.

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?

Directors of Instruction, Curriculum Product Innovation Team, ESE/RtI department, intervention teachers, and school-based administrators will ensure that all the classroom instruction is accessible to the full range of learners using UDL 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 evidence that will be collected to demonstrate that classroom instruction is accessible to the full range of learners using UDL principles for effective instructional design (planning) and delivery (teaching) is through Content Based Measures (CBM) in all subject areas along with progress monitoring data. Evidence collected could include, but is not limited to classroom walkthrough documentation, teacher evaluation data which may include live lesson recordings, observations and Discussion Based Assessment observations. District-wide professional development will be provided to teachers as needed to ensure UDL principles are included in design and delivery.

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

Progress monitoring data is collected three times a year. Classroom walkthrough data is collected monthly. Informal teacher evaluation data is collected once a year and formal teacher evaluation is collected once a year. New teachers have two informal evaluations in their first year.

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

<u>**Professional Development**</u>

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

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

   The Director for Staff Development and the District Literacy Coordinator will ensure that the professional development activities funded through the Research-Based Reading Instruction Allocation is entered into the district master inservice plan.

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

   $132,177.00

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

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

   The Director for Staff Development and the District Literacy Coordinator will ensure that the above professional development activities are entered into the district master inservice plan and provided to the staff.

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.**

   Education/Licensure/Certification: Bachelor's degree with a concentration in Education; Valid Florida Professional Teaching Certificate Reading Endorsement or Certification; Preferred Experience: Three years' teaching experience; online teaching experience preferred; ESOL Endorsement required; Preferred ESE experience across multiple subject areas and grade levels; Preferred knowledge, abilities and skills: Strong interpersonal, leadership, communication and motivational skills; Indepth knowledge of reading processes, acquisition, assessment, instructional reading strategies, online instructional design theories, and learning style theories; Knowledge of state and national reading and writing standards; Knowledge of current research on best practices for improving reading achievement and the integration of technology in online lesson design; Knowledge of curriculum standards and their impact on K12 instruction; Knowledge of web 2.0 tools and other online support mechanisms to enhance instruction

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

   Full-time Elementary, Full-time Middle School, Full-time High School, FLEX SHs

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
   b. Middle:2
   c. High:5

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

   The effectiveness of literacy coaches is measured using a modified Danielson framework utilizing student achievement mesasurement (SAM) data.

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

   $668,841.00

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?**

   FLVS Full-time Middle and High school will be provided intervention teachers through the Research-Based Reading Instruction Allocation.

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:0
   b. Middle:4
   c. High:3

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

   $429,378.00

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.:**

   i-Ready, Squiggle Park, Learning A-Z, Flocabulary, Exact Path, Six Minute Solution

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

   $222,500.00

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.**

   Title 1 funds

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:** Sheri Sico

2. **Email Address:** ssico@flvs.net

3. **Phone Number:** 850-361-8697

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

   FLVS FT 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:** 4 hour
   d. **End Date:** June 28, 2018
   e. **Total number of instructional hours of reading:** 76

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?**

   1:5

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?**

   iReady data will be used to monitor growth in student achievement as a result of the instruction provided during SRC.

300 Lowest-Performing Elementary Schools

Section 1011.62(9)(d)(2), F.S., requires school districts that have one or more of the 300 lowest-performing elementary schools, specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading strategies that will be used for the required additional hour of reading instruction.

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools	$0.00	
District expenditures on reading coaches	$668,841.00	
District expenditures on intervention teachers	$429,378.00	
District expenditures on supplemental materials or interventions	$222,500.00	
District expenditures on professional development	$132,177.00	
District expenditures on summer reading camps	$50,000.00	
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	$0.00	
Flexible Categorial Spending	$0.00	
	Sum of Expenditures	$1,502,896.00
	Amount of district research-based reading intruction allocation for 2018-2019	$1,502,896.00

AGENDA
Reading Plan Development Meeting
04/17/2018
1:30 PM – 2:30 PM

Meeting called by Patricia Hunt, Skype call

Attendees: Patricia Hunt, District Literacy & ELL Coordinator; Nikki Callaghan, District ESE Director

Please read: FLVS Reading Plan template

1:30 PM – 1:35 PM	**Introduction**	Skype call
1:35 PM – 1:50 PM	**2017-18 Plan** Topic: Review plan from previous year to discuss what elements will continue and what needs to be updated. Discuss need for alignment of SP&P and reading plan.	Skype call
1:50 PM – 2:15 PM	**2018 -19 Plan** Topic Plan for changes that need to be incorporated into all plans.	Skype call
2:15 PM – 2:30 PM	**Next steps** Topic Open discussion, questions, & plan for review and revisions across teams	Skype call

Additional Instruction:

Patti will send completed plan to Nikki for review and revision suggestions.

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;

If	Then	Programs/Materials/Strategies
Florida Kindergarten Readiness Screener Scale Score of 497-529 (Benchmark)	Provide current instruction with highly qualified teacher including phonemic awareness, phonics, word knowledge, decoding, vocabulary, recall and recognition, listening and reading comprehension to meet grade level standards. Follow-up with monthly Curricular Based Assessments to measure progress in grade level standards as well as the online supplemental program of Squiggle Park.	• Core Reading Program • Supplemental Instructional Support-Squiggle Park • Curricular Based Assessments (CBA) • Flocabulary, Nearpod • Exact Path
Florida Kindergarten Readiness Screener Scale Score of 438-495 (Intervention)	Provide *enhanced* instruction with highly qualified teacher including phonemic awareness, phonics, word knowledge, decoding, vocabulary, recall and recognition, listening and reading comprehension to meet grade level standards. Students will receive an additional 30 minutes of instruction weekly during WIN (What I Need) with group size of 6-8. Progress monitoring will take place 1-2x a month to measure student growth towards meeting grade level standards, as prescribed by Student Success Team (SST).	• Core Reading Program • Small Group Differentiated Instruction • Supplemental Instructional Support Programs-Squiggle Park • Additional Live Lessons • Content Based Measures (CBM) • Flocabulary, Nearpod • Student Support Team (SST) • Exact Path
Florida Kindergarten Readiness Screener Scale Score of 437 and Below (Urgent Intervention)	Provide *targeted* instruction with highly qualified teacher including phonemic awareness, phonics, word knowledge, decoding, vocabulary, recall and recognition, listening and reading comprehension to meet grade level standards. Students will receive an additional 30 minutes of instruction weekly during WIN (What I Need) with group size of 4-6, plus 1:1 explicit instruction with teacher during tutoring sessions every Friday for 30 minutes. Progress monitoring will take place bi-monthly, or as prescribed by the SST, to measure student growth towards meeting grade level standards.	• Core Reading Program • Intensive Reading Instruction • Small Group Differentiated Instruction • 1:1 Explicit Instruction • Additional Live Lessons • Supplemental Instructional Support Programs-Squiggle Park • Flocabulary, Nearpod • Content Based Measures (CBM) • Student Support Team • Exact Path

Grade Level: Kindergarten
Grade Level K – 2nd

If	Then	Programs/Materials/Strategies
Exact Path Diagnostic Score of **Above Level** *See Chart below for Exact Path on-level ranges (above range is considered above level).	Provide current instruction with highly qualified teacher including phonemic awareness, phonics, word knowledge, decoding, vocabulary, recall and recognition, listening and reading comprehension to meet grade level standards. Follow-up with monthly Curricular Based Assessments to measure progress in grade level standards as well as the online supplemental program of Squiggle Park.	• Core Reading Program • Supplemental Instructional Support-Squiggle Park • Curricular Based Assessments (CBA) • Flocabulary, Nearpod • Exact Path
Exact Path Diagnostic Score of **On Level** *See Chart below for Exact Path on-level range.	Provide *enhanced* instruction with highly qualified teacher including phonemic awareness, phonics, word knowledge, decoding, vocabulary, recall and recognition, listening and reading comprehension to meet grade level standards. Students will receive an additional 30 minutes of instruction weekly during WIN (What I Need) with group size of 6-8. Progress monitoring will take place 1-2x a month to measure student growth towards meeting grade level standards, as prescribed by SST.	• Core Reading Program • Small Group Differentiated Instruction • Supplemental Instructional Support Programs-Squiggle Park • Additional Live Lessons • Content Based Measures (CBM) • Flocabulary, Nearpod • Student Support Team (SST) • Exact Path
Exact Path Diagnostic Score of **Below Level** – 	Grade Level	Substantially Below
---	---
K	<767
1st	<822
2nd	<875 | | Grade Level	Below Level
---	---
K	767-807
1st	822-862
2nd	875-905		Provide *targeted* instruction with highly qualified teacher including phonemic awareness, phonics, word knowledge, decoding, vocabulary, recall and recognition, listening and reading comprehension to meet grade level standards. Students will receive an additional 30 minutes of instruction Mon-Thurs. during WIN (What I Need) with group size of 4-6, plus 1:1 explicit instruction with teacher during tutoring sessions every Friday for 30 minutes. Progress monitoring will take place bi-monthly, or as prescribed by the SST, to measure student growth towards meeting grade level standards.	• Core Reading Program • Intensive Reading Instruction • Small Group Differentiated Instruction • 1:1 Explicit Instruction • Additional Live Lessons • Supplemental Instructional Support Programs- Squiggle Park, Six Minute Solution • Flocabulary, Nearpod • Content Based Measures (CBM) • Student Support Team • Exact Path

Grade Level: Third-Fifth

If	Then	Programs/Materials/Strategies
Above Level i-Ready Diagnostic Score – See chart below 	Grade Level	Above Level
3rd	>544
4th	>578
5th	>608	 And/or 4th and 5th grade FSA ELA score of 4 or 5	Provide *enriched* levels of instruction that provide in-depth analysis of reasoning skills, vocabulary, and reading comprehension. Follow-up with monthly Curricular Based Assessments to measure progress in enhanced level of instruction as well as touchpoint benchmark assessments and i-Ready diagnostics.	• Core Reading Model • Curricular Based Assessments (CBA) • Flocabulary, Nearpod • Small Group Enhanced Reading Instruction • I-Ready
On Level i-Ready Diagnostic Score - See chart below 	Grade Level	On Level
3rd	508-544
4th	531-578
5th	558-608	 And/or 4th and 5th grade FSA ELA score of 3	Provide *current* levels of instruction that follow a developmental reading continuum including instruction high-level reasoning skills, vocabulary, and reading comprehension required to meet grade level standards. Follow-up with monthly Curricular Based Assessments to measure progress in grade level standards as well as touchpoint benchmark assessments and i-Ready diagnostics. Students will receive an additional 30 minutes of instruction daily (Mon.-Thurs.) during WIN (What I Need) with group size of 6-8.	• Core Reading Model • Additional Live Lessons • Curricular Based Assessments (CBA) • Supplemental Instructional Support Programs-i-Ready • Flocabulary, Nearpod
i-Ready Diagnostic Score 	Grade Level	Substantially Below
3rd	<472
4th	<496
5th	<518		Provide *targeted* levels of instruction that follow a developmental reading continuum including instruction high-level reasoning skills, vocabulary, and reading comprehension required to meet grade level standards. Progress monitoring will take place bi-monthly, or as prescribed by the SST, to measure student growth towards meeting grade level standards with touchpoint benchmark assessments and i-Ready diagnostics. Students will	• Core Reading Program • Small Group Differentiated Instruction • 1:1 Explicit Instruction • Additional Live Lessons • Supplemental Instructional Support Programs-i-Ready, Six Minute Solution • Flocabulary, Nearpod

Grade Level	Below Level
3rd	472-507
4th	496-530
5th	518-557

And/Or

Substantially Below – FSA Level 1 – Grades 3,4, 5

Below Level – FSA Level 2 – Grades 4, 5

receive an additional 30 minutes of instruction daily (Mon. – Thurs.) during WIN (What I Need) with group size of 4-6, plus 1:1 explicit instruction with teacher during tutoring sessions every Friday for 30 minutes.

- Content Based Measures (CBM)
- Student Support Team

Exact Path On-Grade Level Chart

Grade Level	Below – 25th percentile	On – 25 – 75 percentiles	Above
K	<767	767-878	>878
1st	<822	822-936	>936
2nd	<875	875-989	>989

i-Ready On-Grade Level Chart

Third Grade	1st Quarter	514-544
	2nd Quarter	N/A
	3rd Quarter	545-560
	4th Quarter	
Fourth Grade	1st Quarter	557-578
	2nd Quarter	N/A
	3rd Quarter	579-602
	4th Quarter	
Fifth Grade	1st Quarter	581-608
	2nd Quarter	N/A
	3rd Quarter	609-629
	4th Quarter	

	Materials/Activities Chart **Grades K-5**	
	Programs/Materials	**Activities**

Phonological Awareness	Squiggle Park
	Exact Path
	iReady
	Live Lessons
	Core Curriculum
	NearPod
		• Using the listed programs, the school Student Success Team will prescribe a specific instructional plan for each student to address the specific student needs. Some examples include:
		  o Additional Live Lessons
		  o Small group interventions
		  o FCRR Reading Activities
		  o CPALMS Reading Activities
		  o Brain Based Strategies
		  o Literacy Across Content Areas
		  o Multisensory Interventions
		    ▪ Moveable tiles/objects
		    ▪ Tracing
		    ▪ Videos
		    ▪ Music
		    ▪ Student recording capability
		    ▪ Games

Phonics	Squiggle Park
	Exact Path
	iReady
	Live Lessons
	Core Curriculum
	NearPod
		• Using the listed programs, the school Student Success Team will prescribe a specific instructional plan for each student to address the specific student needs. Some examples include:
		
		  o Additional Live Lessons
		  o Small group interventions
		  o FCRR Reading Activities
		  o CPALMS Reading Activities
		  o Brain Based Strategies
		  o Literacy Across Content Areas
		  o Multisensory Interventions
		    ▪ Moveable tiles/objects
		    ▪ Tracing
		    ▪ Videos
		    ▪ Music
		    ▪ Student Recording Capability
		    ▪ Games
		    ▪ Hand gestures
		    ▪ Decodable books
		    ▪ Labels

Fluency	Exact Path
	iReady
	Live Lessons
	Core Curriculum
	NearPod
	6 Minute Solutions
		• Using the listed programs, the school Student Success Team will prescribe a specific instructional plan for each student to address the specific student needs. Some examples include:
		
		  ○ Additional Live Lessons
		  ○ Small group interventions
		  ○ FCRR Reading Activities
		  ○ CPALMS Reading Activities
		  ○ Text Talk
		  ○ Brain Based Strategies
		  ○ Literacy Across Content Areas
		  ○ Multisensory Interventions
		     ▪ Reader's Theater
		     ▪ Student recording capability
		     ▪ Audio books
		     ▪ Choral reading

Vocabulary	Squiggle Park
	Exact Path
	iReady
	Live Lessons
	Core Curriculum
	Flocabulary
	NearPod
		• Using the listed programs, the school Student Success Team will prescribe a specific instructional plan for each student to address the specific student needs. Some examples include:
		
		 o Additional Live Lessons
		 o Small group interventions
		 o FCRR Reading Activities
		 o CPALMS Reading Activities
		 o Question-Answer Relationship
		 o Text Dependent Questioning, Probing, & Examination (Close Reading)
		 o Text Talk
		 o Brain Based Strategies
		 o Literacy Across Content Areas
		 o Multisensory Interventions
		  ▪ Word Sorts
		  ▪ Graphic organizers (ie. Semantic Mapping)
		  ▪ Touchscreen capabilities – text highlighters, drawing tools
		  ▪ Moveable objects (ie. Word building)
		  ▪ Videos
		  ▪ Music
		  ▪ Shared reading
		  ▪ Games
		  ▪ Word Walls/Labels

| Comprehension | Exact Path
iReady
Live Lessons
Core Curriculum
NearPod | • Using the listed programs, school response to intervention team will prescribe a specific instructional plan for each student to address the specific needs. Some examples include:
  o Additional Live Lessons
  o Small group interventions
  o FCRR Reading Activities
  o CPALMS Reading Activities
  o Question-Answer Relationship
  o Text Dependent Questioning, Probing, & Examination (Close Reading)
  o Text Talk
  o Brain Based Strategies
  o Marzano High Yield Strategies
  o Literacy Across Content Areas
  o Multisensory Interventions
    ▪ Word Sorts
    ▪ Graphic organizers
    ▪ Touchscreen capabilities – text highlighters, drawing tools
    ▪ Moveable objects (ie. Sequencing)
    ▪ Videos
    ▪ Music
    ▪ Video w/ transcripts
    ▪ Audio books
    ▪ Shared reading
    ▪ Games
    ▪ Labels |

Grade Level	Assessment/Course	Performance Benchmarks	Modified Instruction
6-8	<u>Initial Placement</u> i-Ready Diagnostic - Used for students with no test scores to determine course placement - Used with students scoring Level 1 or 2 on recent FSA ELA	<mark style="background-color:green">Green Zone</mark>- Score at or above for - Grade 6: 598 - Grade 7: 609 - Grade 8: 620 student is placed into appropriate grade level courses. <mark style="background-color:yellow">Yellow Zone</mark>-Score is at or between range of - Grade 6: 542-597 - Grade 7: 566-608 - Grade 8: 583-619 student is placed in an Intensive Reading course and will be referred to the intervention team to determine appropriate tier 2 supports <mark style="background-color:red">Red Zone</mark>-Score is at or below - Grade 6: 541 - Grade 7: 565 - Grade 8: 582 student is placed in an Intensive Reading course and are referred to the intervention team for	A student in the <mark style="background-color:yellow">yellow</mark> or <mark style="background-color:red">red</mark> zone that is placed into a FLVS Intensive Reading course is progress monitored 3 times per year using the i-Ready Diagnostic Test - If a student is not responding to the interventions of the Intensive Reading Course differentiated instruction based on the student's skill level/and or profile level will be addressed by a highly-qualified Reading teacher who has been trained in the incorporation of remediation strategies during class time (6-20 students 30-45 minute sessions) or in small group settings (2-5 students, 15-45 minute sessions). - If a student is not responding to the interventions in the Intensive Reading Course and the strategies provided by highly-qualified Reading teacher, then the student is assigned to a Reading Intervention Teacher who will work one-on-one with the student to focus on the student's specific areas of need (1 student, 15-30 minute sessions). - A student who is not responding to the above interventions, the student is referred to our RtI Specialist where further instructional decisions will be made on a case-by-case basis. *See below for additional modifications provided to a student not responding to specific reading interventions

6-8		appropriate tier 2 or tier 3 supports	
6-8	Progress Monitoring i-Ready Diagnostic-students who are enrolled in the fall and placed in an Intensive Reading class are tested Early, Mid and Late parts of the year using iReady's Computer adaptive tests (CATS). If a student is enrolled only for segment two and placed in an Intensive Reading course, they are tested during the Mid and Late tests.	On Level Range: **6th grade** Early: 598-615 Mid: 616-640 Late: 641-653 **7th grade** Early: 609-631 Mid: 632-653 Late: 654-669 **8th grade** Early: 620-641 Mid: 642-669 Late: 670-684 Below Level Range: **6th grade:** Early: 597 and below Mid: 615 and below Late: 640 and below **7th grade:** Early: 608 and below Mid: 631 and below Late: 653 and below	On Level Range: Consider individual student strengths and weaknesses in decoding, vocabulary and comprehension for targeting small group • Provide current levels of instruction in high-level reasoning skills, vocabulary and reading comprehension strategies required to meet grade level standards during class time (6-20 students, 30-45 minutes) Below Level Range: Consider individual student strengths and weaknesses in decoding, vocabulary and comprehension for targeting small group • Provide enhanced instruction in high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards during class time (6-20 students, 30-45 minutes) small group (2-5 students, 15-45 minutes) or one-on-one (1 student 15-30 minutes) instruction. Additional interventions: • Close Analytic Reading of Complex Text • Comprehension Instructional Sequence • Extensive Text Evident Writing • Content Model Frameworks

		8th grade: Early: 619 and below Mid: 641 and below Late: 669 and below	• Academic Word Study • Self-Selected Reading, literary fiction and nonfiction, culturally relevant literacy • Data chats with student and family, led by highly qualified reading instructor to discuss strengths and weaknesses as identified through diagnostic.
6-8	FLVS Intensive Reading Course- uses i-Ready curriculum that adapts to individual needs of each student	Individual performance benchmarks in the CATs for a student in the areas of Phonological Awareness, High Frequency Words, Comprehension (Informational and Literature) and Vocabulary are considered when making instructional decisions.	Consider individual student strengths and weaknesses in decoding, vocabulary and comprehension for targeting small group • Provide current levels of instruction in high-level reasoning skills, vocabulary and reading comprehension strategies required to meet grade level standards during class time (6-20 students, 30-45 minutes) small group (2-5 students, 15-45 minutes) or one-on-one (1 student 15-30 minutes) instruction. _____ Provide enhanced instruction in high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards during class time (6-20 students, 30-45 minutes) small group (2-5 students, 15-45 minutes) or one-on-one (1 student 15-30 minutes) instruction. Additional interventions: • Close Analytic Reading of Complex Text • Comprehension Instructional Sequence • Extensive Text Evident Writing

			- Content Model Frameworks - Academic Word Study - Self-Selected Reading, literary fiction and nonfiction, culturally relevant literacy - Data chats with student and family, led by highly qualified reading instructor to discuss strengths and weaknesses as identified through diagnostic.

*Students who do not respond to the specific reading interventions will be provided with (1) extended time for access to online content and intervention computer assisted programs, (2) Florida Higher Standards student performance tasks created by the Reading and Language Arts teams in collaboration with the literacy coach, (3) student performance tasks linked to the Florida Standards, (4) attendance monitored small group and/or one-on-one intensive intervention tutoring, (5) additional assigned skill based interventions designed to address individual skill deficiencies, (6) teacher monitored and adjusted interventions based on progress monitoring tools and CBM's, (7) additional administrator monitoring and review of fidelity of literacy based live lessons, (8) additional support from administrative team, literacy coach, model and/or lead teacher(s), and the district literacy team, (9) offerings of targeted literacy based professional development and instructional trainings

Grade Level: Ninth – Twelfth

If	Then	Programs/Materials/Strategies
Student has no assessment scores when enrolled into FLVS FT.	The Scantron Diagnostic assessment is given to determine appropriate placement.	• Scantron Diagnostic Assessment
9-10th grade FSA ELA score of 4 or 5 OR A score *over* grade level on the Scantron Diagnostic Assessment	Students are placed into a grade level English Language Arts class with *enriched* levels of instruction that provide in-depth analysis of reasoning skills, vocabulary, and reading comprehension. Follow-up with monthly course assessments to measure progress in enhanced level of instruction.	• Core Curriculum • Enriched/stretch text selections • Flocabulary • Content area literacy strategies
9th – 10th grade FSA ELA score of 3 OR A score *on* or *one grade level below* on the Scantron Diagnostic Assessment	Students are placed into a grade level English Language Arts with *current* levels of instruction that follow a developmental reading continuum including instruction high-level reasoning skills, vocabulary, and reading comprehension required to meet grade level standards. Follow-up with monthly course assessments to measure progress in grade level standards.	• Core Curriculum • Wide reading text selections • Flocabulary • Content area literacy strategies
9th – 10th grade FSA ELA score of level 1 or 2 OR A score two or more grade levels below on the Scantron Diagnostic Assessment	Students are placed into a Tier 2 English Language Arts class with *targeted* levels of instruction that follow a developmental reading continuum including instruction high-level reasoning skills, vocabulary, and reading comprehension required to meet grade level standards. Students are administered the ORF assessment to determine decoding support needs. *See levels below Students who are **more than 2 grade levels below** are given intervention services with the reading intervention teacher. The intervention teachers use the Student Profile and Learning Objectives sheet	• Core Curriculum • Wide reading text selections • Flocabulary • Scantron Performance Series • Intervention support teachers • ORF

	determine what standards the students need to be taught to remediate skill gap areas. The Tier 2 teachers use the Scantron data to drive their instruction with the following guidelines: class time (6-20 students, 30-45 minutes) small group (2-5 students, 15-45 minutes) or one-on-one (1 student 15-30 minutes) instruction.	

Fluency Scores for Decoding Intervention

Green Zone- Fluency score at or above 127 WRPM, student does not receive decoding intervention support.

Yellow Zone-Fluency score is at or between range of 104-126 WRPM, student is placed in an English Language Arts with Reading Emphasis course and receives support through the curriculum and class time activities.

Red Zone-Fluency score is at or below 103 WRPM, student is place in an English Language Arts with Reading Emphasis course and receives targeted decoding support during intervention sessions.

Materials/Activities Chart		
Grades 9-12		

Phonological Awareness/Phonics	**Programs/Materials**
	
	Live Lessons
	Core Curriculum
	Small group interventions
		Activities
		• Using the listed programs, the school Student Success Team will prescribe a specific instructional plan for each student to address the specific student needs. Some examples include:
		   o Additional Live Lessons
		   o FCRR Reading Activities
		   o CPALMS Reading Activities
		   o Brain Based Strategies
		   o Literacy Across Content Areas

Fluency	Live Lessons
	Core Curriculum
	Small group interventions
		• Using the listed programs, the school Student Success Team will prescribe a specific instructional plan for each student to address the specific student needs. Some examples include:
		
		   o Additional Live Lessons
		   o FCRR Reading Activities
		   o CPALMS Reading Activities
		   o Text Talk
		   o Brain Based Strategies
		   o Literacy Across Content Areas
		   o Reader's Theater

Vocabulary	Live Lessons
	Core Curriculum
	Flocabulary
		• Using the listed programs, the school Student Success Team will prescribe a specific instructional plan for each student to address the specific student needs. Some examples include:
		
		   o Additional Live Lessons
		   o Small group interventions
		   o FCRR Reading Activities
		   o CPALMS Reading Activities
		   o Close Analytic Reading of Complex Text
		   o Text Dependent Questioning, Probing, & Examination (Close Reading)
		   o Extensive Text Evident Writing
		   o Brain Based Strategies
		   o Literacy Across Content Areas
		   o Academic Word Study

Comprehension	Live Lessons
	Core Curriculum
		• Using the listed programs, the RtI team will prescribe a specific instructional plan for each student to address the specific needs. Some examples include:
		    o Additional Live Lessons
		    o Small group interventions
		    o FCRR Reading Activities
		    o CPALMS Reading Activities
		    o Close Analytic Reading of Complex Text
		    o Text Dependent Questioning, Probing, & Examination (Close Reading)
		    o Extensive Text Evident Writing
		    o Brain Based Strategies
		    o Marzano High Yield Strategies
		    o Literacy Across Content Areas

*Students who do not respond to the specific reading interventions will be provided with (1) extended time for access to online content and intervention computer assisted programs, (2) Florida Higher Standards student performance tasks created by the Reading and Language Arts teams in collaboration with the literacy coach, (3) student performance tasks linked to the Florida Standards, (4) attendance monitored small group and one-on-one intensive intervention tutoring, (5) additional assigned skill based interventions designed to address individual skill deficiencies, (6) teacher monitored and adjusted interventions based on progress monitoring tools and CBM's, (7) additional administrator monitoring and review of fidelity of literacy based live lessons, (8) additional support from administrative team, literacy coach, model and/or lead teacher(s), and the district literacy team, (9) offerings of targeted literacy based professional development and instructional trainings