

Gilchrist 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: Darby Allen
Contact Email: allend@mygcsd.org
Contact Telephone: 352-463-3200

District-Level Leadership

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

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

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	56	57	64	59	65	61	62

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	49	50	61	52	59	54	56

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	28	26	20	24	20	21	19
White/Hispanic	12	11	16	10	12	9	8
Economically Disadvantaged/Non-Economically Disadvantaged	18	17	16	15	18	13	12
Students with Disabilities/Students without Disabilities	38	35	40	31	41	28	25
English Language Learners/ Non-English Language Learners	35	32	29	29	29	26	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 specifically spent on reading coaches and reading teachers. We have already identified interventions as being a specific area of concern. Therefore, our coaches will provide training for teachers on implementing interventions with fidelity using the MTSS problem solving model. Coaches will also be training faculties on providing “intensive, explicit, systematic and multisensory reading interventions.” This will ultimately impact student achievement since interventions will be more successful. In addition, the district will analyze the end of the year data along with baseline progress monitoring data for any specific trends or individual needs which may need to be addressed in addition to interventions. These trends will also be addressed via professional development in the 2018-18 school year.

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?

Assistant Superintendent
Director of Elementary Education
Director of Secondary Education

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

K-5 – i-Ready diagnostic data, district made test data, fluency data
6-8 – i-Ready diagnostic data, district made test data
9-12 – Achieve 3000 or Read 180 diagnostic data, district made test data

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

At least three times per year; fluency is collected monthly in K-5

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

Assistant Superintendent, Director of Elementary Education, and Director of Secondary Education

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?

Assistant Superintendent, Director of Elementary Educaiton and Director of Secondary Education

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

Curriculum Maps along with evidence of vetting, Instructional Practice Guide (IPG) Coaching Tool, Teacher Observation/Walk-through Data, Instructional Team Reports, lesson plans are kept at the school level

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

Maps are collected twice per year. IPG data and Teacher Observation/Walk-through data is collected monthly through the Instructional Team Reports. Lesson plans are collected weekly.

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?

Assistant Superintendent, Director of Elementary Education and Director of Secondary Education

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?

Through the curriculum mapping process, teachers research and include resources that identify text for each content in a variety of mediums. Reading Coaches are always available to help locate resources along with fellow teachers throughout the year. Collaborative planning days are scheduled in the elementary schools to ensure teachers research, plan together and share resources. Elementary schedules allow grade level teams to plan together on a weekly basis as well.

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?

Director of Special Programs, Director of Elementary Education, Director of Secondary Education, and Assistant Superintendent

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)?

Curriculum maps with resources along with weekly lesson plans will support the use of UDL principles in planning, while observation/walk-through/IPG data will demonstrate the use of UDL principles in teaching. Instructional Team Reports will include summary data on observations, walk-throughs, and the IPG coaching tool as well as subgroup progress monitoring data.

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

Monthly through Instructional Team Reports

- 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?**

The Personnel Director and the Director of Elementary Education work together with the local consortium to ensure that every professional development activity funded through the reading allocation (via reading coaches) is entered into the Master Inservice Plan (MIP).

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

Our budget does not allow for us to budget specifically for inservice activities. Instead, we use our reading coaches to provide the majority of our inservice activities. \$183,336 of our allocation is used to pay reading coach salaries, therefore, it is indirectly spent on professional development.

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

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

The Director of Elementary Education is responsible for ensure this training is provided to reading coaches, classroom teachers, and school administrators. The Director of Elementary Education and the Personnel Director ensure these activities are entered in the master inservice plan.

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

The training in question three will be funded in part through the Research-Based Reading Allocation since the reading coaches will likely provide much of the training. However, portions are funded through the general fund.

These sources will cover training/travel costs for two reading coaches during the 2018 summer along with district level administrators. In addition, these sources will cover the salaries of district administrators who will also help provide training to coaches, administrators and teachers in the 2018-19 school year.

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.**

SCHOOL DISTRICT OF GILCHRIST COUNTY

READING COACH

JOB DESCRIPTION

QUALIFICATIONS:

- (1) Bachelor's degree from an accredited educational institution.
- (2) Three (3) years successful teaching experience.
- (3) Experience in presenting educational training programs with a demonstrated knowledge and practice of Language Arts or Reading preferred.
- (4) Valid Florida teacher certification in appropriate area.
- (5) Reading certification preferred.
- (6) Must meet the No Child Left Behind Act regulations and requirements.
- (7) Satisfactory criminal background check and drug screening.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of child growth and development and especially of characteristics of students/children in the age group assigned. Knowledge of prescribed curriculum. Basic understanding and knowledge of current technology. Knowledge of learning styles. Ability to use varied teaching methods. Knowledge of current trends, research and best practices related to education. Knowledge of School Board policies and practices as they relate to teaching. Ability to handle problems, concerns and emotional distress with sensitivity and tact. Ability to communicate orally and in writing with students, parents, and others. Ability to plan, establish priorities and implement activities for maximum effectiveness. Ability to assess levels of student achievement effectively, analyze test results, and prescribe actions

for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn.

Ability to work with parents. Ability to work effectively with peers, administrators and others. Knowledge of Florida Educator Accomplished Practices and Teacher Competencies.

REPORTS TO:

Principal

JOB GOAL

To assist and support classroom teachers in providing a balanced and effective reading program for all students.

SUPERVISES:

Assigned personnel

Planning/Preparation

1. Ensure that student growth and achievement are continuous and appropriate for age group; subject area, and/or student program classification.
2. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.
3. Establish long and short range plans based on student needs and District and state curriculum requirements.
4. Select, develop, or modify instructional materials to enhance learning and meet the needs of students with diverse cultural and socio-economic backgrounds, learning styles, and special needs.
5. Plan and prepare instructional strategies that contribute to a climate where students are actively engaged in meaningful learning experiences.
6. Assist in preparing for changing curriculum needs and continuous improvement.
7. Participate in the planning, implementation, and evaluation of the academic program.
8. Participate in cooperative long-range planning with departments and schools. **Classroom**

Management

9. Maintain a positive, organized and safe learning environment.
10. Use time effectively.
11. Manage materials and equipment effectively.
12. Instruct and supervise the work of volunteers and aides when assigned.
13. Establish and maintain effective and efficient record-keeping procedures.
14. Use appropriate student behavior management techniques when modeling lessons.
15. Assist in enforcement of school rules, administrative regulations, and Board policies.

Assessment/Evaluation

16. Develop and use assessment strategies (traditional and alternative) to assist the continuous development of students.
17. Interpret data (including but not limited to standardized and other test results) for diagnosis, instructional planning and program evaluation.
18. Carry out responsibilities for test administrators, i.e., handle materials in a secure manner.
19. Seek out multiple data sources providing evidence of student growth and developmental needs.

Examples include: parent interaction, collegial team interaction, and planning.

20. Maintain specific records of data collection.
21. Coordinate the evaluation of the reading/academic program.

Intervention/Direct Services

22. Coordinate the development and revision of academic curriculum.
23. Assist with the selection of appropriate academic resources related to identified needs at school sites.
24. Develop guides and other support materials needed for assigned programs or service area.
25. Coordinate the parent programs.
26. Demonstrate knowledge and understanding of academic instruction and skill acquisition.
27. Model effective instructional strategies in classrooms as requested.
28. Apply principles of learning and effective teaching in instructional delivery.

29. Assist schools with various initiatives.
30. Develop or assist in the development of grants or proposals related to assignment.
31. Provide oversight to ensure successful implementation of activities and integrity of program
32. Provide technical assistance and expertise to school and district personnel.
33. Assist in interpreting statutes, Department of Education rules and programs, and policies and procedures of the district as they relate to the academic program.
34. Make recommendations for the selection of and coordinate the activities of reading/academic teachers.

PERFORMANCE RESPONSIBILITIES

Technology

Use technology resources effectively.

Use technology to establish an atmosphere of active learning.

Provide students with opportunities to use technology to gather and share information.

Facilitate student access to the use of electronic resources.

Explore and evaluate new technologies and their educational impact.

Use technology to review student assessment data.

Use technology for administrative tasks.

Collaboration

Communicate effectively, both orally and in writing, with other professional, students, parents and community.

Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting student standards.

Maintain effective communication with parents to solicit input in relation to student records.

Collaborate with peers to create quality instructional environment.

Serve as liaison to outside agencies related to assigned programs or services.

Use appropriate styles and methods to motivate, gain commitment and facilitate task accomplishment.

Professional Development

Conduct personal assessment periodically to determine professional development needs with reference to specific assignment.

Develop and implement a Professional Development Plan annually in accordance with state and district

requirements.

Maintain expertise in assigned areas to fulfill position goals and objectives.

Set high standards and expectations and promote professional growth for self and others.

Facilitate the development, implementation and evaluation of training activities in reading and academic

area for school based staff.

Promote professional growth activities in reading and academic areas.

Attend training sessions, conferences and workshops as assigned or appropriate to keep abreast of current practices, programs and legal issues.

Participate in cross-training activities as required.

Participate in data collection of teacher input on administrator's performance assessment program.

Professional Responsibilities

Exercise a service orientation when working with others.

Respond to inquiries and concerns in a timely manner.

Keep supervisor informed of potential problems or unusual events.

Serve on district committees as assigned or appropriate.

Work closely with district and school staffs to support school improvement initiatives and processes.

Recommend improvements for policies or procedures related to assignment.

Prepare or assist in the preparation of all required reports and maintain all appropriate work ethic.

Follow federal and state laws as well as School board policies.

Follow attendance, punctuality and other qualities of an appropriate work ethic.

Maintain confidentiality regarding school/work place matters.

Represent the district in a positive and professional manner.

Demonstrate support for the school district and its goals and priorities.

Assist in implementing the district's goals and strategic commitment.

Exercise proactive leadership in promoting the vision and mission of the district.

Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.

Perform others tasks or assigned duties consistent with the goals and objective of this position.

PHYSICAL REQUIREMENTS

Light work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be those established by the district.

EVALUATION

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

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

Trenton High School
Bell High School
Trenton Elementary 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: one Reading Coach
- b. Middle: Click here to enter text.
- c. High: two Reading Coaches (these two work with middle and high school)

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

We measure the effectiveness of our reading coaches by looking at their impact on student achievement through the professional development they provide. This is measured specifically in the student data of the teachers they mentor individually along with group data for groups of teachers for whom the coaches provide professional development.

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

\$183,336

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?

Bell High School (86% of the salary is paid through the Research-Based Reading Instruction Allocation)

Please note We have reading intervention teachers at each school (elementary teachers are all intervention teachers), however, our reading allocation does not cover the costs of all these teachers. After paying three reading coach salaries, there is only enough money left to help pay for one intervention teacher.

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

Yes

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

- a. Elementary: zero
- b. Middle: 86% of one teacher
- c. High: zero

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

\$37,482

5. Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Instruction Allocation. These will be reviewed by the *Just Read, Florida!* Office to ensure the materials, or interventions, meet the requirements of Section 1001.215(8), F.S.:

None – no money left in this allocation

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

\$0

7. If the intensive, explicit, systematic and multisensory interventions required to be provided to students in grades K-3 were not purchased using the Research-Based Reading Instruction Allocation, please list the funding source.

Instructional materials or general fund

Summer Reading Camps

Please complete the following questions regarding SRC.

1. SRC Supervisor Name: Darby Allen

2. Email Address: allend@mygcsd.org

3. Phone Number: 352-463-3200

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

Trenton Elementary and Bell Elementary

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

a. Start Date: June 11, 2018

b. Which days of the week is SRC offered: Monday-Thursday

c. Number of instructional hours per day in reading: five

d. End Date: July 26, 2018

e. Total number of instructional hours of reading: 156 hours

6. Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?

No. Unfortunately, we were unable to secure teachers to teach the entire time who were highly effective. We have two teachers working together at all times. On any given day, there will be at least one highly effective lead teacher providing instruction, while an effective teacher will provide support as directed by the lead teacher.

7. What is the anticipated teacher/student ratio?

1:7

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

If there is room after grade 3 students have confirmed attendance, we will consider students with a significant deficit in reading from fourth grade or students in second grade who may need an early boost. The final decision will be based on end of the year student achievement data (i-Ready diagnostic, teacher input, FSA scores, SAT 10 scores)

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

Third grade students who score a level 1 on the ELA FSA will be given the Stanford-10 (SAT 10) test as soon as FSA scores arrive. In addition, all students will have a end of the year diagnostic score on i-Ready along with initial fluency data. These three measures will be repeated at the end of Summer Reading Camp to determine growth in student achievement as a result of the instruction they received in camp.

300 Lowest-Performing Elementary Schools

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

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools	\$0
District expenditures on reading coaches	\$183,336
District expenditures on intervention teachers	\$37,482
District expenditures on supplemental materials or interventions	\$0
District expenditures on professional development	(via reading coaches' salaries)
District expenditures on summer reading camps	\$0 from this fund
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	\$0
Flexible Categorical Spending	Click here to enter text.
Sum of Expenditures	\$220,818
Amount of district research-based reading instruction allocation for 2018-2019	\$220,818

APPENDIX A

Special Programs/Director of Elementary Education
Agenda
4/27/18 @ 1:00 p.m.

- Kindergarten Orientation (5/1 and 5/10)
 - TES 5/1
 - BES 5/10
 - Speak/quick overview of department

 - Reading Plan (alignment with Special Programs and Procedures (SP&P))
 - Review “District Leadership” section
 - Question 1 – data
 - Performance Data/Goals
 - Learning Gains Data/Goals
 - Achievement Gap Data
 - Achievement gap between SWD and non-SWD
 - 38 points in 2015-16
 - 40 points in 2016-17
 - Goal by 2020 is 25 points
 - Questions 2-7
 - Question 7 –UDL
 - When was UDL training last provided to the schools?
 - Do we need more training on UDL?
 - Do we have a trainer?
 - Review “Decision Tree” for K-5, 6-8, and 9-12 to ensure compatible with documentation needed for testing (when interventions aren’t successful)
-
- MTSS / Interventions
 - Review/Revise plans, paperwork, etc. this summer
 - Need help of ESE department
-
- PBIS /Mental Health
-
- Other

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

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

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

The charts must contain the following information:

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

Kindergarten – Third Grade Students

- 1) Kindergarten ONLY - Administer the STAR Early Literacy Assessment (FLKRS – Florida Kindergarten Readiness Screener) during the first month of school.
- 2) Administer the i-Ready diagnostic within the first month of school (after initial instruction on using the computer using the i-Ready recommended lessons – particularly for kindergarten). The i-Ready diagnostic test serves as a screener, diagnostic, and also a progress monitoring tool.
- 3) First – Third Grades ONLY – Use prior year’s SAT10 scores as needed to make a determination.
- 4) Determine oral fluency rate.
- 5) When applicable, scores over time should be viewed together (i.e. Kg, 1st, and 2nd grade SAT10 scores and/or i-Ready diagnostic scores). This can easily be accomplished using Performance Matters.
- 6) Using the scores from the above assessments along with teacher input, place students in a group as described below.
- 7) If students fit in two different groups based on conflicting scores, the Problem Solving Team should make a determination based on other available data as to which group the student should be placed into. If a determination cannot be made, the student should be placed in the more intensive group until a determination can be made.
- 8) Once students have been identified, then follow the Responsibilities and Recommendations for interventions as listed below UNTIL the student demonstrates grade level proficiency.
- 9) The i-Ready diagnostic shall be given three times per year (beginning, middle, end). District level, teacher created progress monitoring tests will also be administered according to the district’s progress monitoring plan. Each time progress monitoring is administered, every child should be “revisited” in the MTSS team meeting to identify any new needs and/or make adjustments to interventions.

Kindergarten – Third Grade			
Group	Criteria	Responsibilities and Recommendations	Resources and Interventions
Green - no obvious reading deficiency	* (Kg. only) FLKRS – Transitional Readers (675-774) and Probable Readers (775-900) *i-Ready – on or above grade level (green) *SAT10 – at or above the	1) Continue core instruction on or above grade level in English/Language Arts 2) Continue enrichment in high level reasoning skills, vocabulary, reading comprehension, fluency. 3) Provide differentiated small group instruction using grade level and above grade level text during the 90 minute reading block. 4) Provide a variety of opportunities to strengthen content area reading and research through various activities.	1) ELA Textbook: Journeys 2) Phonics Textbook: Open Court 3) Ready LAFS Workbook 4) i-Ready online – individualized instructional path 5) appropriate leveled text for small group/guided reading 6) FCRR Literacy Center activities 7) Literacy/Literature Circles

	50 th percentile	<p>5) Instructional delivery shall be during the 90 minute reading block.</p> <p>6) Monitor the student monthly using the <i>i-Ready Response to Instruction</i> report and the <i>i-Ready Instructional Usage</i> report along with classroom assessments and observations.</p>	<p>8) Extension activities via technology</p> <p>9) Compass/Edgenuity</p> <p>10) STAR Reading Program (Renaissance)</p>
Yellow – slight reading deficiency	<p>*(Kg. only) FLKRS – Late Emergent Readers (488-674)</p> <p>*i-Ready – up to one grade level below current grade level (yellow)</p> <p>*SAT10 – 30th-49th percentile</p> <p>*Students who fall in this category should have additional screenings to determine phonological awareness level, phonics level, and fluency scores.</p>	<p>1) Students in this range MUST have an Academic Improvement Plan.</p> <p>2) The student’s parents MUST be informed of the deficiency using the GCSD Reading Deficiency letter, and a parent conference MUST be held.</p> <p>3) The student’s parents MUST be provided a “read-at-home plan” to help.</p> <p>4) Continue core instruction <u>on grade level</u> in English/Language Arts.</p> <p>5) Provide differentiated small group instruction during the 90 minute reading block.</p> <p>6) Provide appropriate interventions immediately following the identification of a reading deficiency. This may include small group or individual intervention.</p> <p>7) Students in this group may need additional intervention as an extension of the 90 minute reading block.</p> <p>8) Specific interventions must be monitored monthly and reviewed at the MTSS meeting.</p> <p>9) Monitor the student monthly using the <i>i-Ready Response to Instruction</i> report and the <i>i-Ready Instructional Usage</i> report along with</p>	<p>1) ELA Textbook: Journeys</p> <p>2) Phonics Textbook: Open Court</p> <p>3) Ready LAFS Workbook</p> <p>4) i-Ready online – individualized instructional path – use the <i>Instructional Grouping Profile</i> report for specific interventions</p> <p>5) appropriate leveled text for small group/guided and INDIVIDUAL reading</p> <p>6) FCRR Literacy Center activities and individual follow up to remediate</p> <p>7) Literacy/Literature Circles</p> <p>8) Extension activities via technology</p> <p>9) Journeys intervention materials</p> <p>10) Open Court intervention materials</p> <p>11) i-Ready/Ready intervention materials found on i-Ready Central</p> <p>12) Compass/Edgenuity</p> <p>13) STAR Reading Program (Renaissance)</p> <p>*NOTE* Interventions should focus on the individual student’s needs as identified by both the</p>

		<p>classroom assessments and observations.</p> <p>9) Interventions that are not successful should be evaluated for fidelity of implementation. If the intervention is truly not working, then it should be stopped and a new intervention should be put into place.</p>	<p>diagnostic test(s) and teacher observation.</p> <p>Interventions must include instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension as appropriate. The Problem Solving Team must identify and prioritize interventions accordingly.</p>
<p>Red – substantial reading deficiency</p>	<p>*(Kg. only) FLKRS – Early Emergent Readers (300-487)</p> <p>*i-Ready – more than one grade level below current grade level (red)</p> <p>*SAT10 – below the 30th percentile</p> <p>*Students who fall in this category should have additional screenings to determine phonological awareness level, phonics level, and fluency scores.</p>	<p>1) Students in this range MUST have an Academic Improvement Plan.</p> <p>2) The student’s parents MUST be informed of the deficiency using the GCSO Reading Deficiency letter, and a parent conference MUST be held.</p> <p>3) The student’s parents MUST be provided a “read-at-home plan” to help.</p> <p>4) Continue core instruction <u>on grade level</u> in English/Language Arts.</p> <p>5) Provide differentiated small group instruction during the 90 minute reading block.</p> <p>6) The student MUST be provided “intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency” per Florida Statute 1008.25 (paragraph 5).</p> <p>7) Interventions for students in this range MUST be in addition to the 90 minute reading block.</p> <p>8) Interventions must be monitored every two weeks and reviewed at least once a month at the MTSS meeting.</p> <p>9) Interventions that are not successful should be</p>	<p>1) ELA Textbook: Journeys</p> <p>2) Phonics Textbook: Open Court</p> <p>3) Ready LAFS Workbook</p> <p>4) i-Ready online – individualized instructional path – use the <i>Instructional Grouping Profile</i> report for specific interventions</p> <p>5) appropriate leveled text for small group/guided reading</p> <p>6) FCRR Literacy Center activities and individual follow up to remediate</p> <p>7) Literacy/Literature Circles</p> <p>8) Extension activities via technology</p> <p>9) Journeys intervention materials</p> <p>10) Open Court intervention materials</p> <p>11) i-Ready/Ready intervention materials found on i-Ready Central</p> <p>*NOTE* Interventions should focus on the individual student’s needs as identified by both the diagnostic test(s) and teacher observation.</p>

		<p>evaluated for fidelity of implementation. If the intervention is truly not working, then it should be stopped and a new intervention should be put into place.</p> <p>10) The student’s parents MUST be provided with information about how the student responded to the interventions provided at the end of the school year.</p>	<p>Interventions must include instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension as appropriate. In addition, <u>the intervention must be intensive, explicit, systematic, and multisensory.</u> The Problem Solving Team must identify and prioritize interventions accordingly.</p>
--	--	--	---

Fourth & Fifth Grade Students

- 1) Administer the i-Ready diagnostic within the first month of school. The i-Ready diagnostic test serves as a screener, diagnostic, and also a progress monitoring tool.
- 2) Use the prior year’s FSA ELA score as reference. Previous SAT10 scores may be used as well.
- 3) Determine oral fluency rate.
- 4) When applicable, scores over time should be viewed together (i.e. 3rd grade SAT10 plus 3rd grade FSA plus 4th grade FSA ELA). This can easily be accomplished using Performance Matters.
- 5) Using the scores from the above assessments along with teacher input, place students in a group as described below.
- 6) If students fit in two different groups based on conflicting scores, the Problem Solving Team should make a determination based on other available data as to which group the student should be placed into. If a determination cannot be made, the student should be placed in the more intensive group until a determination can be made.
- 7) Once students have been identified, then follow the Responsibilities and Recommendations for interventions as listed below UNTIL the student demonstrates grade level proficiency.
- 8) The i-Ready diagnostic shall be given three times per year (beginning, middle, end). District level, teacher created progress monitoring tests will also be administered according to the district’s progress monitoring plan. Each time progress monitoring is administered, every child should be “revisited” in the MTSS team meeting to identify any new needs and/or make adjustments to interventions.

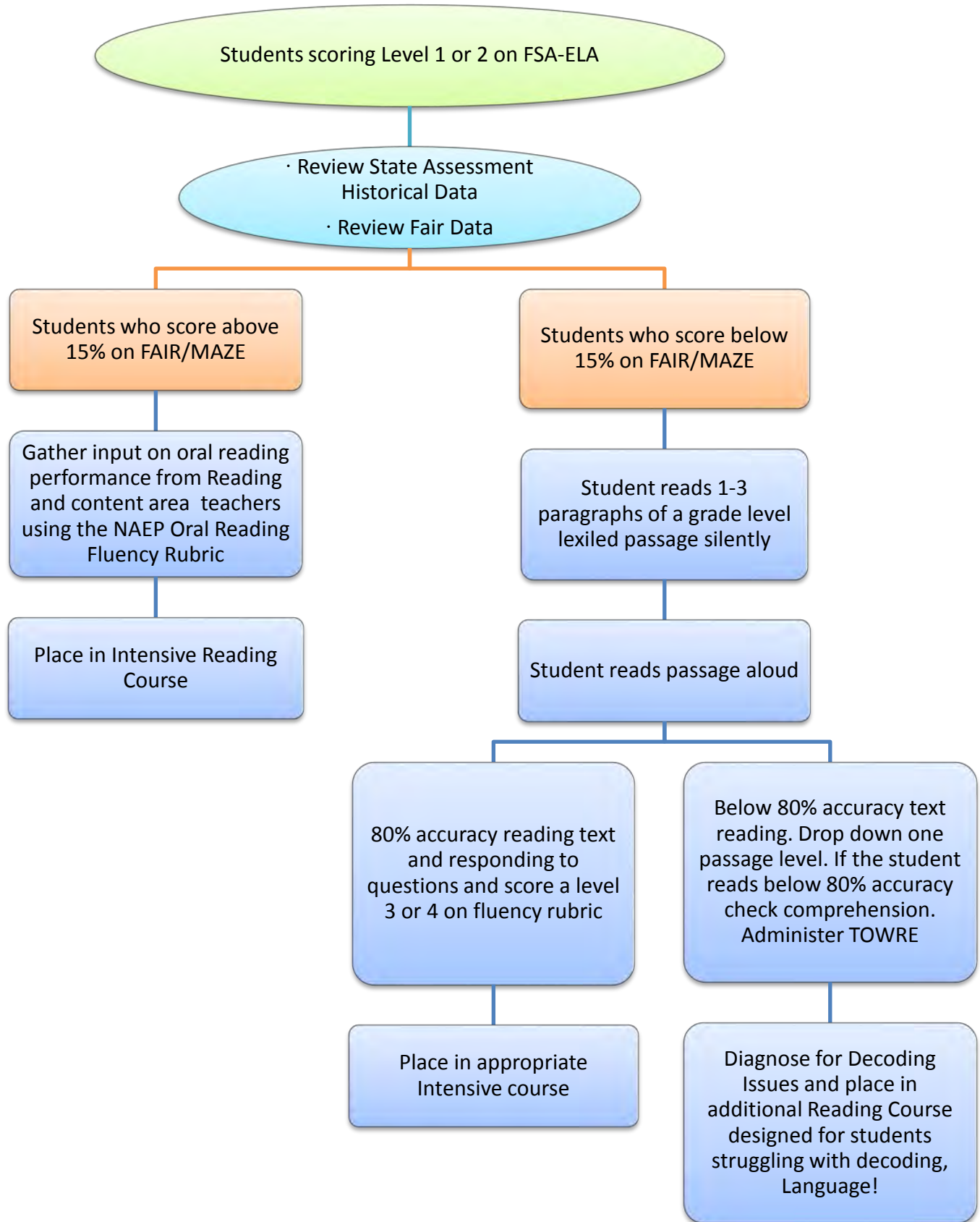
Fourth & Fifth Grade			
Group	Criteria	Responsibilities and Recommendations	Resources and Interventions
Green - no obvious reading deficiency	*FSA Levels 3, 4, or 5 (Level 3 students should be evaluated carefully – they may need additional support) *i-Ready – on or above grade level (green)	1) Continue core instruction on or above grade level in English/Language Arts 2) Continue enrichment in high level reasoning skills, vocabulary, reading comprehension, fluency. 3) Provide differentiated small group instruction using grade level and above grade level text during the 90 minute reading block. 4) Provide a variety of opportunities to strengthen content area reading and research through various activities. 5) Instructional delivery shall be during the 90 minute reading block. 6) Monitor the student monthly using the <i>i-Ready Response to Instruction</i> report and the <i>i-Ready Instructional Usage</i> report along with classroom assessments and observations.	1) ELA Textbook: Journeys 2) Phonics Textbook: Open Court 3) Ready LAFS Workbook 4) i-Ready online – individualized instructional path 5) appropriate leveled text for small group/guided reading 6) FCRR Literacy Center activities 7) Literacy/Literature Circles 8) Extension activities via technology 9) Compass/Edgenuity 10) STAR Reading Program (Renaissance)
Yellow – slight reading deficiency	*FSA Level 2 (and Level 3 students in need of additional support) *i-Ready – up to one grade level below current grade level (yellow) *Students who fall in this category	1) Students in this range MUST have an Academic Improvement Plan. 2) The student’s parents MUST be informed of the deficiency using the GCSD Reading Deficiency letter, and a parent conference MUST be held. 3) The student’s parents MUST be provided a “read-at-home plan” to help. 4) Continue core instruction on grade level in English/Language Arts. 5) Provide differentiated small group instruction during the 90 minute reading block.	1) ELA Textbook: Journeys 2) Phonics Textbook: Open Court 3) Ready LAFS Workbook 4) i-Ready online – individualized instructional path – use the <i>Instructional Grouping Profile</i> report for specific interventions 5) appropriate leveled text for small group/guided and INDIVIDUAL reading 6) FCRR Literacy Center activities and individual follow up to remediate

	<p>should have additional screenings to determine phonological awareness level, phonics level, and fluency scores.</p>	<p>6) Provide appropriate interventions immediately following the identification of a reading deficiency. This may include small group or individual intervention.</p> <p>7) Students in this group may need additional interventions as an extension of the 90 minute reading block.</p> <p>8) Specific interventions must be monitored monthly and reviewed at the MTSS meeting.</p> <p>9) Monitor the student monthly using the <i>i-Ready Response to Instruction</i> report and the <i>i-Ready Instructional Usage</i> report along with classroom assessments and observations.</p> <p>9) Interventions that are not successful should be evaluated for fidelity of implementation. If the intervention is truly not working, then it should be stopped and a new intervention should be put into place.</p>	<p>7) Literacy/Literature Circles</p> <p>8) Extension activities via technology</p> <p>9) Journeys intervention materials</p> <p>10) Open Court intervention materials</p> <p>11) i-Ready/Ready intervention materials found on i-Ready Central</p> <p>12) Compass/Edgenuity</p> <p>13) STAR Reading Program (Renaissance)</p> <p>*NOTE* Interventions should focus on the individual student’s needs as identified by both the diagnostic test(s) and teacher observation. Interventions must include instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension as appropriate. The Problem Solving Team must identify and prioritize interventions accordingly.</p>
<p>Red – substantial reading deficiency</p>	<p>*(K.g. only) FLKRS – Early Emergent Readers (300-487)</p> <p>*i-Ready – more than one grade level below current grade level (red)</p> <p>*Students who fall in</p>	<p>1) Students in this range MUST have an Academic Improvement Plan.</p> <p>2) The student’s parents MUST be informed of the deficiency using the GCSD Reading Deficiency letter, and a parent conference MUST be held.</p> <p>3) The student’s parents MUST be provided a “read-at-home plan” to help.</p> <p>4) Continue core instruction <u>on grade level</u> in English/Language Arts.</p>	<p>1) ELA Textbook: Journeys</p> <p>2) Phonics Textbook: Open Court</p> <p>3) Ready LAFS Workbook</p> <p>4) i-Ready online – individualized instructional path – use the <i>Instructional Grouping Profile</i> report for specific interventions</p> <p>5) appropriate leveled text for small group/guided reading</p>

	<p>this category should have additional screenings to determine phonological awareness level, phonics level, and fluency scores.</p>	<p>5) Provide differentiated small group instruction during the 90 minute reading block. 6) The student MUST be provided “intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency” per Florida Statute 1008.25 (paragraph 5). 7) Interventions for students in this range MUST be in addition to the 90 minute reading block. 8) Interventions must be monitored every two weeks and reviewed at least once a month at the MTSS meeting. 9) Interventions that are not successful should be evaluated for fidelity of implementation. If the intervention is truly not working, then it should be stopped and a new intervention should be put into place. 10) The student’s parents MUST be provided with information about how the student responded to the interventions provided at the end of the school year.</p>	<p>6) FCRR Literacy Center activities and individual follow up to remediate 7) Literacy/Literature Circles 8) Extension activities via technology 9) Journeys intervention materials 10) Open Court intervention materials 11) i-Ready/Ready intervention materials found on i-Ready Central</p> <p>*NOTE* Interventions should focus on the individual student’s needs as identified by both the diagnostic test(s) and teacher observation. Interventions must include instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension as appropriate. In addition, <u>the intervention must be intensive, explicit, systematic, and multisensory.</u> The Problem Solving Team must identify and prioritize interventions accordingly.</p>
--	--	--	--

Gilchrist Decision Tree 2 – Middle School (6-8)

Grade Levels	Assessments	IF	THEN	Program/Strategies
6-8	1) FSA-ELA 2) i-Ready Diagnostic 3) FAIR	1) Student scores level 1 or 2 on ELA-FSA 2) Student scores in the Red Zone (>1 level below grade level) 3) Student's score = 84% or lower (yellow or red zone)	<ul style="list-style-type: none"> • Review ELA-FSA Scores by reporting category • Review FAIR data (WRT, VKT, RCT, SKT) • Assess student using lexiled, grade level passages & TOWRE to determine student need in reading efficiency and decoding 	Intensive Reading Course <ul style="list-style-type: none"> • i-Ready • <i>Collections-HMH</i> • <i>Vocabu-Lit</i> • Scholastic Magazines • Small group instruction (3 times per week) • Individual Instruction <p>In addition, for issues with decoding/text reading efficiency – <i>Language!</i></p> <p>If student does not have a positive response to initial intervention within the daily Reading block, student will receive additional support outside of the Reading block via small group instruction for 30 minutes, 2-4 days per week during MTSS period.</p>



Gilchrist Decision Tree 3 – High School (9-12)

Grade Levels	Assessments	IF	THEN	Program/Strategies
9-12	1) FSA-ELA 2) SAT-10 & FAIR for students without FSA scores	1) Student scores level 1 or 2 on ELA-FSA 2) Students scores 16-84%	<ul style="list-style-type: none"> • Review ELA-FSA Scores • Review FAIR data (WRT, VKT, RCT, SKT) • Assess student using lexiled, grade level passages & TOWRE to determine student need in reading efficiency and decoding • Place into the appropriate reading intervention using High School Reading Intervention Decision Process Flowchart, state assessment, FAIR, and TOWRE data 	Intensive Reading Course <hr/> <ul style="list-style-type: none"> • Achieve3000 • <i>Collections</i>-HMH • Scholastic Magazines • Small group instruction • Individual Instruction <p>In addition, for issues with decoding/text reading efficiency – Read180 Universal</p>

Gilchrist Decision Tree 3 – High School (9-12)

