

Gulf 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: Lori Price **Contact**

Email: lprice@gulf.k12.fl.us

Contact Telephone: 850.229.6940

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	51	51	52	52	52	55	57

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	51	57	49	59	51	61	58

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	27	23	29	21	31	19	17
White/Hispanic	26	29	16	26	21	23	20
Economically Disadvantaged/Non-Economically Disadvantaged	29	27	24	25	23	23	20
Students with Disabilities/Students without Disabilities	39	37	39	34	40	30	27
English Language Learners/ Non-English Language Learners	0	0	0	0	52	0	0

* Values for subsequent years will be entered once results are available in order to track progress toward the 2020 goal.

2. Explain how expenditures from the allocation are expected to impact student achievement in relation to your district goals.

Most of the allocation (90%+) will be used to pay salaries and benefits for highly qualified reading personnel. A reading coach will be provided to support the literacy program at the schools. The coach will provide individual, group, and whole staff training in the Florida Standards, multisensory approaches, text complexity, text dependent questioning, evidence based questioning, and, but not limited to the reading-writing connections of comprehension. The reading coach will also be available for modeling lessons, co-teaching within the classrooms, conferences, observations and feedback. The reading coach will also oversee progress monitoring for ELA throughout the district. An intensive reading teacher will be provided at each elementary school in the district. The remaining portion of the allocation will be used to purchase supplies and research-based materials for instruction and for professional development for the reading coach and lead reading teachers via the JRF! conference.

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

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

The district reading coach collects progress monitoring data from all sites and works in conjunction with the Assistant Superintendent for Instruction to disaggregate that data. The data is then returned to the principals and curriculum coordinators for use in refining instruction.

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.

FAIR-FS is administered three times per year (fall, mid-year, and spring) to students in grades 3-10 and to those students beyond grade ten who have not yet met the graduation requirements for reading. Additional progress monitoring is done using iReady software program and with the benchmark assessments in the basal reading program in grades K-6 (Harcourt Journeys) and teacher made assessments. For those students in the MTSS, progress monitoring is continual to ensure that the interventions applied are effective and meet the specific needs of the individual. If those interventions prove effective they are continued. If not, those interventions are replaced or are combined with additional strategies. To ascertain that instruction is both systematic and explicit, principals will review lesson plans weekly, conduct weekly walkthroughs, and conduct formal observations 1-3 times per year.

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

Monthly in grades K-2, Quarterly for all other grades

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

The district will facilitate improvement at both the elementary and secondary levels that are not making academic improvements as determined by fidelity checks and student performance data by rescheduling the reading coach's time at the struggling school, so that more time can be devoted to working directly with teachers and the principal; re-evaluating staffing patterns and reading programs; checking for fidelity of implementation of programs; possible reallocating funds to programs and resources that have proven more effective; and increase focus of any identified subgroup not demonstrating adequate progress.

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 for Instruction

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

Principals review lesson plans weekly to assure that instruction is aligned to all pertinent standards. Frequent classroom walkthroughs and formal observations confirm that lessons are delivered as planned. Walkthroughs are conducted as part of the principals' daily routine. Each classroom is visited at least once a week. Formal observations are conducted 1-2 times per year (2-3 times per year for teachers new to the district.)

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

Lesson plans are reviewed weekly. Classroom walkthroughs are conducted daily. Classrooms are visited at least once a week. Formal observations are done 1-3 times per year.

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 for Instruction

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?

Classroom libraries will include a representative range of genres, interests, reading levels, and cultures. The classroom library will be leveled to support specific content and/or to align with the Accelerated Reader program, which serves as the monitoring system for independent reading. Students will have daily opportunities for independent reading. In addition to daily independent reading of tradebooks found in the classroom library, students will have access to the media center. Students also have access to Kindle readers pre-loaded with the both classic literature and 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?

Assistant Superintendent for Instruction

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)?

A successful UDL classroom is grounded in three principles: multiple means of representation – using a variety of methods to present information, provide a range of means to support; multiple means of action and expression – providing learners with alternative ways to act skillfully and demonstrate what they know; and multiple means of engagement – tapping into learners’ interests by offering choices of content and tools; motivating learners by offering adjustable levels of challenge. To ensure that these principles are in place and that classroom instruction is accessible to the full range of learners, principals conduct frequent walkthroughs, formal and informal classroom observations, and weekly review of lesson plans. The district will ensure that all classroom instruction is accessible to the full range of learners using the principles of UDL by training teachers in providing multiple means of the representation (the “what”), of action & expression (the “how”), and of engagement (the “why”). These trainings were initiated in the summer and will be continued throughout the 2018-19 school year in the form of lesson plan studies and peer observations.

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

Lesson plans are reviewed weekly. Classroom walkthroughs are conducted daily. Classrooms are visited at least once a week. Formal observations are done 1-3 times per 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.

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?**

Assistant Superintendent for Instruction

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

\$2,500 to send 4 people (reading coach and 3 teachers to JRF! Conference)

- 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?

Assistant Superintended for Instruction.

- 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.

Reading coaches must have reading endorsement, or be certified in reading K-12 with a masters degree or higher. Additionally, they must have a minimum of five years successful classroom experience.

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

One reading coach will serve all schools in the district (two Pre-K-6 elementary and two 7-12 high schools). The allocation of services provided by the reading coach is based on the number of students scoring Level 1 or 2 on the 2018 FSA at this time for each school. In addition, priority for services will be given to any school receiving a school grade of “C” or lower. Should the 2018 FSA results indicate the need to re-prioritize placement of the coach, the district will address the need in the summer.

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, the allocation of services provided by the reading coach is based on the number of students scoring Level 1 or 2 on the 2018 FSA at this time for each school. In addition, priority for services will be given to any school receiving a school grade of “C” or lower. Should the 2018 FSA results indicate the need to re-prioritize placement of the coach, the district will address the need in the summer.

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

- a. Elementary: One reading coach will serve all schools in the district (two Pre-K-6 elementary and two 7-12 high schools). The allocation of services provided by the reading coach is based on the number of students scoring Level 1 or 2 on the 2018 FSA at this time for each school. In addition, priority for services will be given to any school receiving a school grade of “C” or lower. Should the 2018 FSA results indicate the need to re-prioritize placement of the coach, the district will address the need in the summer.
- b. Middle: see a. above
- c. High: see a. above

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

Student growth and achievement is the most telling indicator of success of services provided. Follow up to professional development activities provided by the reading coach and assurance of proper implementation of the research-based strategies taught and/or modeled ensure students will ultimately benefit from the services and trainings provided by the reading coach. That benefit will be reflected in the progress monitoring results and standardized test results.

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

\$64,544

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?

Both elementary schools in the district (Port St. Joe Elementary School and Wewahitchka Elementary School) will be provided with reading intervention teachers.

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:2
- b. Middle:0
- c. High:0

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

\$118,948

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.:**

Achieve 3000 (Note: Teachers will receive training on the use of multisensory instruction using common and inexpensive materials such as sand, story sticks, letter manipulatives, and magnetic words. Title I funds will be used for this purpose. Currently no plans are in place to purchase a pre-packaged multisensory curriculum.)

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

\$2,825

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.**

Barton purchased usind Instructional Materials funds. Sound Program software purchased using Title V funds. Note: Teachers will receive training on the use of multisensory instruction using common and inexpensive materials such as sand, story sticks, letter manipulatives, and magnetic words. Title I funds will be used for this purpose. Currently no plans are in place to purchase a pre-packaged multisensory curriculum.)

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:** Lori Price
2. **Email Address:** lprice@gulf.k12.fl.us
3. **Phone Number:** 850.229.6940
4. **Please list the schools which will host a SRC:**

Wewahitchka Elementary School, Port St. Joe Elementary School

5. **Provide the following information regarding the length of your district SRC:**
 - a. **Start Date:** June 3, 2018
 - b. **Which days of the week is SRC offered:** Monday through Thursday
 - c. **Number of instructional hours per day in reading:** 4
 - d. **End Date:** July 3, 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?

1:10

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?

Student portfolios, test data

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	64,544
District expenditures on intervention teachers	118,948
District expenditures on supplemental materials or interventions	2,825
District expenditures on professional development	2,500
District expenditures on summer reading camps	4,235
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	193,052
Amount of district research-based reading instruction allocation for 2018-2019	193,052

APPENDIX A

Meeting Agenda

From: Martha Weimorts
To: Lori Price
Sent: Thursday, March 29, 2018 11:29 AM
Subject: RE: SP&P and ELL alignment to CRP

I'll be happy to meet at 1:00 today. Thank you!

Martha Weimorts
Assistant Superintendent for Special Services

DISTRICT SCHOOLS

Office of Instructional Services 150 Middle School Road
Port St. Joe, FL 32456
P: 850-229-6940 ext. 23126
F: 850-227-1999
Email: mweimorts@gulf.k12.fl.us

From: Lori Price
Sent: Wednesday, March 28, 2018 9:40 AM
To: Martha Weimorts <mweimorts@gulf.k12.fl.us> Subject: SP&P and ELL alignment to CRP

Martha,

The Comprehensive Reading Plan (CRP) is due at the end of April. I need to discuss a few things with you in order to prepare for its submission. May I come by your office tomorrow, perhaps first thing in the morning? Friday is a holiday as you know and I would like to get this done before the weekend if possible. We need to look at the alignment between both the SP&P and the ELL plan with the CRP.

Lori Price, Assistant Superintendent for Instruction
Office of Instructional Services 150 Middle School Road
Port St. Joe, Florida 32456 850.229.6940 ext. 120

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;

Decision Tree 1 (DT1) Elementary K-5

Students will be considered to have a substantial reading deficiency if they score in the bottom quartile of the Gulf District Kindergarten Screener, have a FLKRS score less than 438, frequently or consistently scores beneath the 40th percentile on Harcourt Journeys Benchmark Assessments, or score red on FAIR-FS.

All classroom teachers should provide instruction through small, flexible differentiated instructional groups within the 90 minute block. Kindergarten students will receive intensive interventions (additional time and smaller group size) in addition to or as an extension of the 90 minute reading block. The classroom teacher will provide iii for grades K-5 within the classroom and beyond the 90 minute reading block. Students on Tier II of the Multi-Tiered System of Supports (MTSS) will receive 60 additional minutes per week in a small group setting with 4-7 students provided by the reading interventionist. Students on Tier III of MTSS will receive 60 additional minutes per week in a one-to-one setting provided by the reading interventionist.

Intensive, explicit, systematic and multisensory reading intervention will be used with students in grades K-3. These interventions use visual, auditory, and kinesthetic-tactile pathways simultaneously to enhance memory and learning of written language. The interventions will integrate phonological awareness, phonics, fluency, vocabulary and comprehension.

For those students who do not respond to the intensive instruction provided with fidelity, one or more of the following strategies will be provided: change of instructional setting, utilize a different research-based reading program, change the instructional strategy, seek additional assistance from the reading coach, and recommend further intensive assessment of ability. The district ensures that intensive students who do not make anticipated gains in reading will be provided different instructional modes in the following year and will hold school based administrators responsible for verification.

Grade Level	Assessment	If	Then...
K	Gulf District Kindergarten Screener administered at Kindergarten Round-Up in spring preceding next school year	Student scores in bottom quartile...	<ul style="list-style-type: none"> • Notify parent • Provide parent with Read-At-Home Plan to use during summer • Retest at beginning of school year
K	Gulf District Kindergarten Screener administered to students who scored in bottom quartile when tested in the spring preceding the school year and to any registering since Kindergarten Round-Up	Student scores in bottom quartile...	<ul style="list-style-type: none"> • Notify parent • Provide parent with Read-At-Home Plan if not provided previously • Develop and implement an individual progress monitoring plan • Provide immediate intensive intervention including additional instruction in small group setting (pull

			out model with highly qualified reading teacher)
K	Florida Kindergarten Readiness Screener (FLKRS) administered within first 30 days of school year	Student's scaled score <438...	<ul style="list-style-type: none"> • Notify parent • Provide parent with Read-At-Home Plan if not provided previously • If needed, administer ERDA • Analyze subtest results to determine area of need • Develop and implement an individual progress monitoring plan • Provide immediate intensive intervention including additional instruction in small group setting (pull out model with highly qualified reading teacher)
K	Florida Kindergarten Readiness Screener (FLKRS) administered within first 30 days of school year	Student's scaled score is between 438 and 496...	<ul style="list-style-type: none"> • Notify parent • Provide parent with Read-At-Home Plan if not provided previously • If needed, administer ERDA • Analyze subtest results to determine area of need • Develop and implement an individual progress monitoring plan • Provide immediate intensive intervention including additional instruction in small group setting (within the classroom with a teacher or paraprofessional)
K	Florida Kindergarten Readiness Screener (FLKRS) administered within first 30 days of school year	Student's scaled score is >496...	<ul style="list-style-type: none"> • Provide additional enrichment activities in a variety of formats • Recommend participation in 21stCCLC

			afterschool and summer enrichment program
K-5	Harcourt Journey Progress Monitoring Assessments	Student score is <40%...	<ul style="list-style-type: none"> • Notify parent • Provide parent with Read-At-Home Plan • Analyze subtest results to determine area of need • Develop and implement an individual progress monitoring plan for students in grades K-3 • Provide immediate intensive intervention • Recommend Title I afterschool tutoring program for students in grades 1-5
3-5	FAIR-FS	Student's Probability of Reading Success score is <40% (red or yellow)...	<ul style="list-style-type: none"> • Notify parent • Provide parent with Read-At-Home Plan • Analyze subtest results to determine area of need • Provide immediate intensive intervention • Recommend Title I afterschool tutoring program for students in grades 1-5
3-5	FSA-ELA	Student scored Level 1 or 2...	<ul style="list-style-type: none"> • Notify parent • Provide parent with Read-At-Home Plan • Analyze subtest results to determine area of need • Develop and implement an individual progress monitoring plan for students in grade 3 • Provide immediate intensive intervention • If needed, administer DAR • Recommend Title I afterschool tutoring program for students in grades 1-5

			<ul style="list-style-type: none"> • 3rd grade students will participate in SRC
K-5	i-Ready	Students who scored below the “on-level benchmark” for his/her grade at any assessment frame...	<ul style="list-style-type: none"> • Notify parent • Provide parent with Read-At-Home Plan • Analyze subtest results to determine area of need • Develop and implement an individual progress monitoring plan for students in grade K-3 • Provide immediate intensive intervention • If needed, administer DAR • Recommend Title I afterschool tutoring program for students in grades 1-5

Materials:

- Harcourt Journeys (core reading program)
- Performance Coach
- Earobics
- Simon Sound It Out
- i-Ready
- Barton System
- Sing, Spell, Read & Write
- Six Minute Solution (kindergarten)
- Quick Reads
- Wordmaker
- Readworks
- Sound Reading Program
- Accelerated Reader

Activities:

- Multisensory performance tasks
- Graphic organizers
- Reciprocal teaching
- Story mapping
- Direct phonics instruction
- Listening centers (ebooks)
- Reading manipulatives

Decision Tree 2 (DT2) Middle 6-8

For those students who do not respond to the intensive instruction provided with fidelity, one or more of the following strategies will be provided: change of instructional setting, utilize a different research-based reading program, change the instructional strategy, seek additional assistance from the reading coach, and recommend further intensive assessment of ability. The district ensures that intensive students who do not make anticipated gains in reading will be provided different instructional modes in the following year and will hold school based administrators responsible for verification.

Grade Level	Assessment	If	Then...
6-8	FSA-ELA	Student scored Level 1 or 2...	<ul style="list-style-type: none"> • Notify parent • Analyze subtest results to determine area of need • Provide immediate intensive intervention including an intensive reading class • Recommend Title I afterschool tutoring program for grade 6 students • Recommend Title VI before/after school tutoring/mentoring program for students in grades 7-8
6-8	FAIR-FS	Student's Probability of Reading Success score is <40% (red or yellow)...	<ul style="list-style-type: none"> • Notify parent • Analyze subtest results to determine area of need • Provide immediate intensive intervention • Recommend Title I afterschool tutoring program for grade 6 students • Recommend Title VI before/after school tutoring/mentoring program for students in grades 7-8
6	Harcourt Journey Progress Monitoring Assessments	Student score is <40%...	<ul style="list-style-type: none"> • Notify parent • Analyze subtest results to determine area of need • Provide immediate intensive intervention

			<ul style="list-style-type: none"> • Recommend Title I afterschool tutoring program
6	i-Ready	Students who scored below the “on-level benchmark” for his/her grade at any assessment frame...	<ul style="list-style-type: none"> • Notify parent • Analyze subtest results to determine area of need • Provide immediate intensive intervention • If needed, administer DAR • Recommend Title I afterschool tutoring program

Materials:

- Harcourt Journeys (core reading program) (6th grade)
- Florida Collections (7th & 8th grade)
- Performance Coach
- Achieve 3000 (7th & 8th grade)
- i-Ready (6th grade)
- Six Minute Solution
- Readworks
- Sound Reading Program
- Scholastic Action
- Accelerator Reader

Activities:

- Multisensory performance tasks
- Graphic organizers
- Reciprocal teaching
- Story mapping
- Direct phonics instruction
- Listening centers (ebooks)
- Reading manipulatives

Decision Tree 3 (DT3) High 9-12

For those students who do not respond to the intensive instruction provided with fidelity, one or more of the following strategies will be provided: change of instructional setting, utilize a different research-based reading program, change the instructional strategy, seek additional assistance from the reading coach, and recommend further intensive assessment of ability. The district ensures that intensive students who do not make anticipated gains in reading will be provided different instructional modes in the following year and will hold school based administrators responsible for verification.

Grade Level	Assessment	If	Then...
9-12	FSA-ELA FSA-ELA Retakes	Student scored Level 1 or 2	<ul style="list-style-type: none"> • Notify parent • Analyze subtest results to determine area of need • Provide immediate intensive intervention including an intensive reading class • Recommend Title VI before/after school tutoring/mentoring program
9-12	FAIR-FS	Student's Probability of Reading Success score is <40% (red or yellow)	<ul style="list-style-type: none"> • Notify parent • Analyze subtest results to determine area of need • Provide immediate intensive intervention • Recommend Title VI before/after school tutoring/mentoring program

Materials:

- Performance Coach
- Achieve 3000
- Readworks
- Sound Reading Program
- Scholastic Action
- New York Times Magazine
- Accelerated Reader
- Novels

Activities:

- Multisensory performance tasks
- Graphic organizers
- Reciprocal teaching
- Story mapping
- Direct phonics instruction
- Listening centers (ebooks)
- Reading manipulatives