

Jackson 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: Cathi Braxton Addison

Contact Email: cathi.addison@jcsb.org

Contact Telephone: 850-482-1310, Ext. 350

District-Level Leadership

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

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

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	53	54	55	55	58	57	59

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	49	50	54	52	55	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	31	28	32	25	29	23	21
White/Hispanic	13	12	9	9	7	9	9
Economically Disadvantaged/Non-Economically Disadvantaged	25	23	26	23	16	21	17
Students with Disabilities/Students without Disabilities	30	27	29	27	32	23	20
English Language Learners/ Non-English Language Learners	26	24	19	19	24	19	17

* 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.

Jackson's reading allocation funds reading teacher salaries/benefits and summer reading camp. Each of these expenditures will directly impact student achievement since quality instruction provided by qualified teachers is highly correlated with student growth. In addition, Jackson's summer reading camp data demonstrates growth in student achievement as a result of the instruction provided during this camp.

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?

District Instructional Leadership Team which consists of the following:
Directors of Federal Programs/Grants, PD, Elementary & Secondary Education;
ELA and Math Content Specialists; MTSS RtI Resource Specialist; and
Instructional Technology Specialists

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.

Progress Monitoring Data as specified in Charts DT1, DT2, and DT3.

Elementary:

K-STAR Early Literacy

K-5: i-Ready and Growth Monitoring Data

Secondary:

6-8: ELA Interim Assessments; i-Ready; and Growth Monitoring Data

9-12: ELA Interim Assessments; i-Ready (for level 1 and level 2)

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

Assessment Period 1: iReady Diagnostic 1 August 2018

Assessment Period 2: iReady Diagnostic 2 January 2019

Assessment Period 3: iReady Diagnostic 3 April/ May 2019

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

District Instructional Leadership Team

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?

ELA Content Specialists under the direction of the District Instructional Leadership Team

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

Anecdotal evidence from classroom walk-throughs, data analysis (including grade books), quarterly writing assessments, and secondary embedded assessments

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

Quarterly

6. In regard to access to informational text for each content area in a variety of mediums, please address the following:

A. Who at the district level will be responsible for ensuring that schools have access to informational text for each content areas in a variety of mediums?

District Instructional Leadership Team and Curriculum Mapping Teams

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?

District Actions:

-Continue to support access to electronic devices, K-12, as well as tech support.

-Continue to provide electronic data bases such as ZINC.

-Continue revisions/additions to district curriculum maps, embedding options for all mediums.

-Professional development regarding free web options such as Readworks.org, Commonlit.org, and cpalms.org.

-ELA Content Specialists continue to support this endeavor.

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?

District Instructional Leadership Team

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)?

Effective instructional planning and subsequent teaching to address a full range of learners will be monitored by the school administrators through classroom walk-through data and lesson plans. School administrators will observe evidence of differentiating to address learner variability through multiple means of engagement, representation, and action and expression. Administrators will electronically document strategies in use during walk-throughs.

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

Quarterly

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

See Appendix A.

Research-Based Reading Instruction Allocation

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

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and

- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

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

Professional Development

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

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

Carolyn Pilcher, Director of Professional Development

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

None

- 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?

Carolyn Pilcher, Director of Professional Development

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

No; Title I-A and Title II funds

Reading/Literacy Coaches

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

Please answer the following questions regarding reading/literacy coaches:

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

<http://images.pcmac.org/Uploads/JacksonCountySB/JacksonCountySB/Departments/DocumentsCategories/Documents/Reading%20Coach.pdf>

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

None

- 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.**

N/A

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

- a. Elementary:None
- b. Middle:None
- c. High:None

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

Student Achievement Data; Surveys, VAM Scores; and Classroom Observations

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

None

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?

The lowest-performing schools in the District will receive priority for reading intervention teachers from the reading allocation. Those schools will be determined based on 2018 FSA results. Current progress monitoring data shows the following schools that will need additional assistance next school year: Marianna High School, Graceville High School, and Grand Ridge School.

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.

Placement of additional and supplemental staff for interventions is based on the analysis of data. School grade performance, student growth as a whole, and student growth for the lowest-learners.

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

- a. Elementary:1
- b. Middle:2
- c. High:2

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

\$314,000.00

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.:

Supplemental instructional materials and interventions are purchased using Title I funds: Open Court, i-Ready, and Lexia.

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

None

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

Title I, Part A Open Court \$120,000 i-Ready \$240,100

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:**Carolyn Pilcher
2. **Email Address:**carolyn.pilcher@jcsb.org
3. **Phone Number:**850-482-1200, ext. 222

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

Golson Elementary School

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:**M-F
- c. **Number of instructional hours per day in reading:** 5
- d. **End Date:**June 22, 2018
- e. **Total number of instructional hours of reading:** 68

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.?**

Hiring preference is given to teachers who are highly effective in the delivery of instruction to struggling readers as determined through teacher evaluations.

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

6:1

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

K-2

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

Growth on SAT10, STAR Reading; i-Ready Growth Assessments; and i-Ready Diagnostic

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	0
District expenditures on intervention teachers	314,000
District expenditures on supplemental materials or interventions	0
District expenditures on professional development	0
District expenditures on summer reading camps	50,235
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	364,235
Amount of district research-based reading instruction allocation for 2018-2019	364,235

APPENDIX A

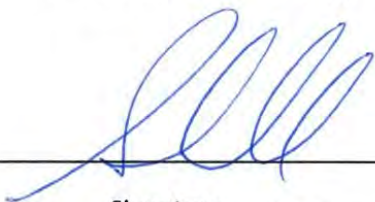
Jackson County School Board
District Instructional Team Meeting Agenda

April 2, 2018

2:30 P.M.

School Board Conference Room

1. Overview of the 2018-19 K-12 Comprehensive Research-Based Reading Plan Guidance
2. Discussion of alignment between the District's Special Programs and Procedures (SP&P) requirements
3. Discussion of alignment between the District's ELL plan requirements



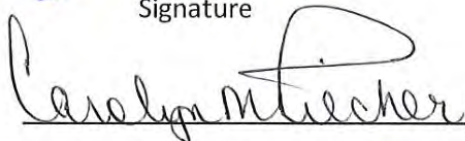
Signature

ESSE DIRECTOR

Title

4/2/18

Date



Signature

Elem. Ed. / PD Director

Title

4/02/18

Date



Signature

Director, MIS, Middle + Sec Educ

Title

4-2-18

Date



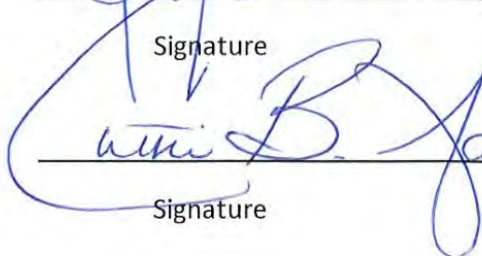
Signature

Director, Student Services

Title

4/2/2018

Date



Signature

Addie FLA Content Spec.

Title

4/2/2018

Date

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;

Chart DT1 for Grades K-5: Jackson County (Page 1)

GREEN Success Zone SCREENING ASSESSMENTS	DATES	IF	THEN	PROGRAMS, MATERIALS, & STRATEGIES
Kindergartener: FLKRS (STAR Early Literacy) i-Ready diagnostic Current 4 th or 5 th grader FSA	1 st 30 days 2018-19 May 2018 Spring 2018	Receives scaled score of 497-529 Scores in i-Ready: Profile 5 (on or above level) scores level 3 or above	K-5: Begin on level core instruction. Use beyond level enrichment materials for students scoring high on comprehension assessments and easily completing on level assignments. Provide differentiated instruction (group size 6 or less) within the 90 minutes uninterrupted reading block selecting from the list of strategically selected, systematic & sequential vetted resources embedded as choices within the MTSS/RtI toolkit.	Core: <i>Reading Wonders</i> (Reading Writing Workshop & Literature Anthology w/complex-authentic text) K-3 Supplemental: <i>Open Court Reading</i> (OCR) <i>Reading Wonders</i> On or Beyond leveled readers and Challenge activities I-Ready individualized learning path & Tools for Instruction Teacher Toolbox (<i>Ready</i> materials); Accelerated Reader-Independent Reading UDL, Multisensory, & Cooperative Learning Strategies; Engagement/Kagan Structures Expanded vocab. Instruct., eBooks, Moby Max, Performance Coach, DRTA/DLTA, QAR, Lit Circles, Journals; Readers' Theatre, and project-based learning (see MTSS/RtI toolkit for complete list of recommended resources.)
YELLOW Success Zone SCREENING ASSESSMENTS	DATES	IF	THEN	PROGRAMS, MATERIALS, & STRATEGIES
Kindergartener: FLKRS (STAR Early Literacy) i-Ready diagnostic Current 4 th or 5 th grader: FSA	1 st 30 days 2018-19 May 2018 Spring 2018	Receives scaled score of 438-496 Scores in i-Ready Profile 3 or 4 (up to one year below grade level) scores level 2	K-5: Place on "Watch List" (see MTSS/RtI Handbook). Initiate a PMP (if none). Notify parents. PM monthly (or more). Begin on level core instruction. With a multisensory approach , provide differentiated instruction and intervention selecting from strategically selected, systematic & sequential vetted resources embedded as choices within the MTSS/RtI Toolkit. Use the results of diagnostic for appropriate placement within the 90 minutes uninterrupted reading block in groups of 5 or less . <i>Students scoring in this range may need additional intervention (more time and smaller group size) in addition to or an extension of the 90 minutes reading block.</i> As needed for further leveling clarification, administer the Wonders/OCR placement assessments.	Core: <i>Reading Wonders</i> (Reading Writing Workshop & Literature Anthology w/complex-authentic text) K-3 Supplemental: OCR <i>Wonders</i> leveled readers <i>Wonders</i> and/or OCR Intervention Guide Resources for Phonological Awareness, Phonics, Fluency, Vocab., and/or Comprehension Fluency Assessment Handbook Teacher Toolbox (<i>Ready</i> materials) UDL, Multisensory, Cooperative Learning Strategies; Engagement/Kagan Structures i-Ready Tools for Instr. -small group teacher-directed lessons (in addition to the 45 mins. of computer usage) Accelerated Reader-Independent reading FCRR Activities, Instruction Coach, eBooks, Moby Max, Reading Response Journals; DRTA/DLTA, QAR, Lit Circles, Readers' Theatre (SEE MTSS/RtI toolkit for complete list of recommended resources.)
RED Success Zone SCREENING ASSESSMENTS	DATES	IF	THEN	PROGRAMS, MATERIALS, & STRATEGIES
Kindergartener: FLKRS (STAR Early Literacy) i-Ready diagnostic Current 4 th or 5 th grader: FSA	1 st 30 days 2018-19 May 2018 Spring 2018	Receives scaled score of 437 or below Scores in i-Ready Profile 1 or 2 (one year or more below grade level) (Urgent Intervention) scores level 1	K-5: Place on "Watch List" (see MTSS/RtI Handbook). Notify parents of reading deficiency. Start or continue Tier II or Tier III intervention support-SST determines tier selection. Begin instruction in core at approaching level during the 90 minutes uninterrupted reading block. With a multisensory approach, differentiate instruction and provide immediate intervention with increased time (iii 20-30 min) and intensity (group size 1-3) beyond the 90 mins. block by selecting from targeted, systematic and sequential research-based intervention resources in the list of strategically selected, vetted resources, including multisensory . If student is not making adequate progress as indicated by moving up in i-Ready Profiles or i-Ready Growth Assessments, then further diagnose (see Core Decisions	Core: <i>Reading Wonders</i> (Reading Writing Workshop & Literature Anthology w/complex-authentic text) K-3 Supplemental: OCR <i>Wonders</i> approaching leveled readers <i>Wonders</i> and/or OCR Intervention Guide Resources for Phonological Awareness, Phonics, Fluency, Vocab., and/or Comprehension OCR-direct instruction for intervention Teacher Toolbox (<i>Ready</i> materials) <i>i-Ready Tools for Inst.</i> -small group teacher-directed lessons (in addition to 45 mins. of computer usage) Lexia, Accelerated Reader-Independent Reading FCRR Activities, UDL, Multisensory, Cooperative Learning & Engagemt./Kagan Struct. <i>Wonder Works</i> -direct instruction with computer support Support Coach, eBooks, Moby Max, Reading Response Journals; DRTA/DLTA, QAR, Lit Circles, Readers' Theatre

		Tree). Remedy the deficiency through additional scaffolding & support. Students scoring in i-Ready Profile 1 will be considered as having a substantial reading deficiency.	(SEE MTSS/RtI toolkit for complete list of recommended resources.)
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*Current 3rd graders were 2nd graders who did not take FSA, so no FSA data available

(Page 2)

Chart DT1 for Grades K-5: Jackson County

Progress Monitoring (PM) with i-Ready: AP 1 Window opens: August 2018 AP 2 Window opens: January 2019 AP 3 Window opens: May 2019

PM throughout the year with i-Ready Student Response to Instruction and Growth Monitoring Reports.

Frequency	IF	THEN	PROGRAMS, MATERIALS, & STRATEGIES
PM 3 times per year	GREEN SUCCESS ZONE i-Ready: Profile 5 (on or above level)	K-5: Begin <u>on level</u> core instruction. Use <u>beyond level</u> enrichment materials for students scoring high on comprehension assessments and easily completing on level assignments. Provide on or above instruction in high-level reasoning skills. Consider individual students' strengths & weaknesses in providing differentiated instruction (group size 6 or less) within the 90 minutes uninterrupted reading block selecting from the list of strategically selected, systematic & sequential vetted resources embedded as choices within the MTSS/RtI toolkit.	See pg. 1 above & MTSS/RtI Toolkit.
Frequency	IF	THEN	PROGRAMS, MATERIALS, & STRATEGIES
PM monthly	YELLOW SUCCESS ZONE: i-Ready: Profile 3 or 4 (up to one year below grade level)	K-5: Begin <u>On Level</u> core instruction. Start a progress monitoring plan (or follow existing plan). Notify parents. Use i-Ready Student profile report to determine appropriate placement in groups of 5 or less within the 90 minutes uninterrupted reading block with targeted intervention. Provide research-based intervention selecting from the list of systematic & sequential strategically selected, vetted resources embedded as choices within the MTSS/RtI Toolkit. If student is not making adequate progress, then further diagnose and begin using <u>approaching level</u> core materials and a multisensory approach. Further diagnostics help ascertain what grade level material students know, in which skill areas they might need support and whether they need immediate intervention with increased tiered support. Use the grade appropriate <i>Wonders Placement Assessments or Open Court Lesson and Unit Assessment</i> diagnostic assessments (DA) as needed to confirm i-Ready results for further leveling & clarification. The DA will help identify student strengths, weaknesses, and areas of concern. Remedy the deficiency through additional scaffolding and support provided in core or supplemental materials. Use a multisensory approach. Monitor "watch list" and adjust support as needed.	See pg. 1 above & MTSS/RtI Toolkit.
Frequency	IF	THEN	PROGRAMS, MATERIALS, & STRATEGIES

<p>PM bi-weekly</p>	<p>RED SUCCESS ZONE i-Ready: Profile 1 or 2 (one year or more below grade level)</p>	<p>K-5: Begin instruction in the core at the <u>approaching level</u> during the 90 minutes uninterrupted reading block. Start or continue Tier II or Tier III support-SST determines tier selection. Notify parents. Differentiate instruction incorporating a multisensory approach and provide immediate intervention with increased time and intensity (group size of 1-3) beyond the 90 minutes block by selecting from targeted, systematic & sequential, research-based intervention resources in the list of vetted resources (see MTSS/RtI Handbook). If student is not making adequate progress, then further diagnose to help ascertain what grade level material students know, in which skill areas they might need increased tier support, and whether they need immediate intervention. Use the grade appropriate <i>Wonders Placement Assessments or Open Court Lesson and Unit Assessment</i> diagnostic assessments (DA) as needed to confirm i-Ready results for further leveling & clarification. The DA will help identify student strengths, weaknesses, and areas of concern. Remedy the deficiency through additional scaffolding and support provided in core or supplemental materials. Use a multisensory approach. Monitor “watch list” and adjust support as needed.</p>	<p>See pg. 1 above & MTSS/RtI Toolkit.</p>
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Tier I Differentiated Instruction Toolbox

(This is not an all-inclusive list but is meant to provide guidance.)

Tier I: Academic

Core Curriculum: All Students

Note: Small group flexible grouping based on student need is a core component of Tier I.

Reading Core Curriculum

- K - 5: Wonders (McGraw Hill), Leveled Readers, Reading in Science and Social Studies - use differentiated support provided in the Teacher's Manuals. K - 3 Wonders is supplemented by Open Court.
- Carmen Riviere Writing
- K – 5: iReady Reading and Math (45 minutes per week);
- 6 – 8 : iReady Reading
- 6 – 8: SpringBoard for ELA
- Moby Max
- SRA Reading Labs
- Accelerated Reader
- Lexia (K)
- Early STAR Literacy (K)

Whole Class and Small Group Instructional Strategies

- Direct Instruction in the areas of reading based on class data and course standards and aligned to the area of need (PA, phonics, fluency, vocabulary, comprehension, oral language) Examples: Spelling patterns, word work, repeated readings, choral reading, poetry connections, roots and affixes, retelling/story mapping, text structure for literary and informational text
- Close Reading with Text-based Writing
- Word Wall
- Oral Language Development (K – 2)
- Computer-Assisted Instruction (CAI)
- Kagan Structures, Whole-Brain Teaching, Universal Design for Learning (UDL)
- Differentiated Instruction
- Shared Writing; Craft and Structure

Math Core Curriculum

- K-5 Harcourt GOMath with Ancillary Supports
- Eureka; New Jersey Math – use as the teacher deems best to address each standard
- K-5: iReady Math (45 minutes per week)
- Moby Max
- 6-12 Curriculum Maps with adopted instructional materials

Whole Class and Small Group Instructional Strategies

- Math Manipulatives
- Modeling
- Explicit Math Instruction
- Automaticity of Recall of Basic Facts (addition, subtraction, multiplication, division) as aligned to course standards
- Problem Solving with Students Explaining Answers; Higher Order Thinking Skills

Progress Monitoring

- School and district-wide assessments
- Assessments associated with the Core programs

Tier I: Behavior

Universal Instruction: All Settings and All Students

- **School-wide expectations and rules**

Tier II Intervention Toolbox

(This is not an all-inclusive list but is meant to provide guidance as intervention is planned.)

Tier II: Academic

Strategic Intervention: Some Students
In addition to Tier I

Reading Strategic Intervention:

- iReady Reading – use the iReady small group lessons for a minimum of 60 minutes per week in addition to the 45 minutes of computer use (K – 8)
- FCRR Activities (K-5) and *Empowering Students Instructional Routines* – must be targeted to data identified need and specifically identified by skill
- Leveled Readers ‘Approaching Level’ Wonders – explicit small-group instruction

Math Strategic Intervention

- iReady Math – use the iReady small group lessons for a minimum of 60 minutes per week in addition to the 45 minutes of computer use (K – 8)
- GoMath Reteach Lessons (online)

Small Group Instructional Strategies Specifically targeted to a small group, which includes the Tier II student:

- Decoding intervention (letter/sound relationship, spelling patterns, word work, affix and root word study)
- Reading Vocabulary interventions (affix study, root words, KIM, Frazer Model, etc.)
- Reading fluency interventions (choral reading, paired reading, repeated reading, prosody work)
- Reading Comprehension (summarizing, repeated reading, use of graphic organizers, Cornell Notes, Think Aloud, etc.)
- Math: Eureka Fluency Sprints – if automaticity is the diagnosed area of need
- Math: Increased use of math manipulatives, including virtual manipulatives
- Generic use of flashcards is not an acceptable intervention

Progress Monitoring

- iReady
- Maintain data on *Ongoing Progress Monitoring Documentation Chart and Fidelity Tool*

Tier II: Behavior

Strategic Intervention: Some Students
If student is not receiving counseling, consider counseling referral.

Must administer at least a simple FBA.

- The focus is on identifying the function of the behavior and training/modeling/reinforcing expected behaviors

Small Group Behavior Intervention Plan (BIP)

- Relaxation/stress relieving strategies (calm counts, deep breaths)
- Positive Behavior Interventions and Supports (PBIS) Tier 2 targeted interventions <http://www.pbisworld.com/tier-2>
- Bullying Prevention
- Check In/Check Out (CICO)
- Board/Card games with small groups to teach social skills (e.g. *Sorry, CandyLand, Ungame, Uno, Go Fish*)

Tier III Intervention Toolbox

(This is not an all-inclusive list but is meant to provide guidance as intervention is planned.)

Tier III: Academic

Intensive Intervention: Few Students

Additional time and intensity beyond Tier I and Tier II instruction

Tier III instruction occurs outside the period of time designated for core instruction. It is in addition to targeted instruction offered during the 120-minutes for ELA (elementary), Reading Class (middle), or 60-minute Math Class (elementary). Instruction must be targeted to data identified needs based on progress monitoring and diagnostic information. Instruction should address one area at a time to insure the ability to progress monitor response. A blanket approach with many targeted areas is not appropriate for Tier III. Tier III instruction is offered daily (5 x per week).

Specific Intensive Interventions Reading:

- Increased Frequency, Duration, and Monitoring of Interventions
- Wonder Works – Direct instruction with computer support (K-5)
- Wonders Direct Instruction for intervention (K-2 & 3-5 Wonders Intervention Guides)
- Open Court Direct Instruction for intervention (K-3)
- 6 – 12: Intensive Reading with approved materials

Specific Intensive Interventions Math:

- Increased Frequency, Duration, and Monitoring of Interventions
- Intervention Book GoMath
- iReady – targeted intervention lessons additional 120 to 150 minutes per week
- 6 – 12: Intensive Math with approved materials

Progress Monitoring Tools

- Wonders
- Open Court
- Oral Reading Fluency for decoding issues
- Letter/sound fluency for beginning reading/decoding
- Cold Reads

Tier III: Behavior

Intensive Intervention: Few Students

If student is not receiving counseling, consider counseling referral.

Behavior Intervention Plan (BIP) BASED ON formal Functional Behavioral Assessment (FBA) data

- Replacement behaviors must be taught and monitored.
- Individual Counseling
- Increased use of Check In/Check Out (CICO) – Ex. Daily versus weekly
- Continuing use of Tier I and Tier II strategies.
- Positive Behavior Interventions and Support (PBIS) Tier III Interventions <http://www.pbisworld.com/tier-3/>

JCSB Chart DT2: Identification/Intervention Decision Tree 2018-2019

Identification Assessment(s)	Dates	If	Then	Options
FSA ELA	Spring 2018	Student scores Level 1	<p>The student will be scheduled into an intensive reading class for appropriate reading intervention.</p> <p>The student will be placed on the Watch List for Progress Monitoring.</p>	<p>Double blocked Language Arts AND Reading class 6th-1001010/ 1000010 7th-1008040/ 1000010 8th - 1001070/ 1000010 (with Reading Certified, Reading Endorsed, or NGCARPD trained teacher) Additional Intensive Reading class (10000010) <u>NOTE: Intensive Reading class size should be 18 students maximum in order to enable effective small group instruction.</u></p>
i-Ready Diagnostic (for students without FSA ELA Reading scores)	As needed throughout the year	Student scores “in the red,” i.e. two or more levels below grade level according to Overall Scale Score	<p>The student will be scheduled into an intensive reading class for appropriate reading intervention.</p> <p>The student will be placed on the Watch List for Progress Monitoring.</p>	See above

Identification Assessment(s)	Dates	If	Then	Options
FSA ELA Reading	Spring 2018	Student scores Level 2*	The student will be placed on a Watch List, and progress monitoring and interventions will be provided by a designated teacher.	Content Area Teachers will provide explicit instruction in vocabulary and comprehension strategies using NGCARPD resources.
i-Ready Diagnostic (for students without FSA ELA Reading scores)	As needed throughout the year	Student scores “in the yellow,” i.e. one level below grade level according to Overall Scale Score	See above	Content Area Teachers will provide explicit instruction in vocabulary and comprehension strategies using NGCARPD resources.
FSA ELA Reading	Spring 2018	<p>*A student’s testing history reveals a pattern of testing below grade level:</p> <p>2013-2017 FCAT 2.0/ FSA Reading/ELA achievement levels show below grade level (Level 1 or Level 2) for more than one administration.</p>	<p>Schools may opt to place students in intensive reading.</p> <p>The student will be placed on the Watch List for Progress Monitoring.</p>	<p>Schools may opt to place them in intensive reading:</p> <p>Middle School 1000010</p>

Progress Monitoring Assessment	Dates	If	Then
<p>Administer i-Ready Diagnostic to students in grades 6-8 who scored level one or level two on the FSA ELA (or who have been targeted for intervention or the WATCH LIST with i-Ready results).</p>	AP1: August 2018	<p>Green Success Zone</p> <p>At Benchmark</p> <p>(On or above grade level)</p> <p>Tier 1</p>	<p>Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p>
	AP2: January 2019		<p>Provide Skills Instruction as indicated by i-Ready Instructional Grouping Profile Reports and Curriculum Maps at appropriate levels.</p>
	AP3: April/May 2019		<p>See Instructional Focus and Resources/Materials below.</p>
	<p>Yellow Success Zone</p> <p>Intervention (One level below)</p> <p>Tier 2</p>		<p>Provide <i>explicit</i> instruction in vocabulary and reading comprehension strategies as well as in high-level reasoning skills required to meet grade level standards.</p> <p>Provide Skills Instruction as indicated by i-Ready Instructional Grouping Profile Reports and Curriculum Maps at appropriate levels.</p> <p>See Instructional Focus and Resources/Materials below.</p>
<p>Red Success Zone</p> <p>Urgent Intervention (Greater than one level below)</p> <p>At Risk for Tier 3</p>	<p>Red Success Zone</p> <p>Urgent Intervention (Greater than one level below)</p> <p>At Risk for Tier 3</p>	<p>Provide <i>explicit</i> instruction in vocabulary and reading comprehension strategies as well as in high-level reasoning skills required to meet grade level standards.</p> <p>Provide Skills Instruction as indicated by i-Ready Instructional Grouping Profile Reports and Curriculum Maps at appropriate levels.</p> <p>See Instructional Focus and Resources/Materials below.</p>	

If i-Ready reports indicate an instructional need for Foundational Skills...

	<p align="center">Instructional Focus</p> <p align="center">SMALL GROUP EXPLICIT INSTRUCTION** See Suggested Organizational Plan for Small Group Differentiated Instruction</p>	<p align="center">Resources/Materials</p> <p align="center">NOTE: Intensive Reading class size should be 18 students maximum in order to enable effective small group instruction.</p>
<p>Foundational Skills</p>	<p align="center">Phonics</p> <p>Accurately read unfamiliar grade-appropriate <u>multisyllabic words</u> in context using knowledge of all <u>letter-sound correspondences</u>.</p> <p>Read unfamiliar multisyllabic words in isolation using knowledge of <u>syllabication patterns</u>.</p> <p>Accurately read unfamiliar grade-appropriate <u>multisyllabic words</u> in isolation using knowledge of all <u>letter-sound correspondences</u>.</p> <p>Accurately read unfamiliar grade-appropriate <u>multisyllabic words</u> in isolation, using knowledge of word <u>morphology</u>.</p>	<p>i-Ready Student-driven Instruction (online)</p> <p>i-Ready Teacher-led Instruction (Tools for Instruction)</p> <p><i>REWARDS</i></p> <p>English Language Arts Formative Assessment System</p>
<p>Foundational Skills</p>	<p align="center">Fluency</p> <p>Read on level texts aloud at appropriate ORF rates.</p> <p>Read on-level prose and poetry aloud with expression (e.g., using the meaning of the text to dictate the expression with regard to pauses, pitch, and stress)</p> <p>Confirm or correct understanding of a text by using word-attack skills and syntax (i.e. part of speech, position of the word within the sentence) and by using an increasing variety of repair strategies (e.g., slowing reading pace, rereading, and reading on)</p>	<p>i-Ready Student-driven Instruction (online)</p> <p>i-Ready Teacher-led Instruction (Tools for Instruction)</p> <p><i>REWARDS</i></p> <p><i>The Six Minute Solution</i></p> <p>English Language Arts Formative Assessment System</p>

All level 1 and 2 students will receive vocabulary and comprehension strategy instruction indicated below using the resources and materials indicated.

	<p align="center">Instructional Focus</p> <p align="center">SMALL GROUP EXPLICIT INSTRUCTION** See Suggested Organizational Plan for Small Group Differentiated Instruction</p>	<p align="center">Resources/Materials</p> <p align="center">NOTE: Intensive Reading class size should be 18 students maximum in order to enable effective small group instruction.</p>
<p>Vocabulary</p>	<p>Build a repertoire of word knowledge to assist students when encountering unfamiliar words. Explicitly teach independent word learning strategies: using context clues and using morphemes. Use strategies to help students conceptually connect words: word families, synonyms, common theme or content topic.</p>	<p>i-Ready Student-driven Instruction (online)</p> <p>i-Ready Teacher-led Instruction (Tools for Instruction)</p> <p>NGCARPD Strategy Lessons</p> <p>Student Tutorials: floridastudents.org</p> <p>Classroom Libraries</p> <p>English Language Arts Formative Assessment System</p>

<p>Comprehension</p>	<p>Comprehension Monitoring Text Marking/ Coding Text Annotation Metacognition Fix-up strategies such as rereading Clarifying unfamiliar vocabulary words Text Structures</p> <p>Questioning Questioning the Text Text Dependent Questions</p> <p>Summarizing</p> <p>Text-based Discussions Opportunities for extended discussion of text meaning and interpretation</p> <p>Skills Instruction as indicated by STAR Instructional Planning Reports and Curriculum Maps</p>	<p>i-Ready Student-driven Instruction (online)</p> <p>i-Ready Teacher-led Instruction (Tools for Instruction)</p> <p>NGCARPD Strategy Lessons</p> <p><i>Texts and Lessons for Content-Area Reading/ Texts and Lessons for Teaching Literature</i></p> <p>Student Tutorials: floridastudents.org</p> <p>Classroom Libraries</p> <p>English Language Arts Formative Assessment System</p>
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If a student’s i-Ready data and formative assessment tasks do not indicate adequate progress is being made, then administer the following diagnostics:

STAR (where available)

FAIR FS

FAIR FS Open Response Tasks

Informal Reading Inventory

DAR

Spelling Inventory

Appropriate adjustments to instruction will be made based on this data. Refer to the “Instructional Focus” and “Resources and Materials” chart above in order to target and individualize interventions and increase intensity by adjusting group size and frequency of intervention. Students on watch list will possibly be moved to tier 2 intervention (scheduled into intensive reading, thereby increasing time and intensity), and students in intensive

reading will be moved to tier 3 intervention through a smaller group size or increased intensity within their intensive reading class.

**** Suggested Organizational Plan for Small Group Differentiated Instruction 2017-2018**

**Intensive Reading
50 minute class period**

Teacher Led Small Group Rotations				
Monday	Tuesday	Wednesday	Thursday	Friday
Group A	Group C	Group B	Group A	Group C
Group B	Group A	Group C	Group B	Group A

Assign positive names to your groups, or better yet, let your students name themselves. Use a pocket chart or a whiteboard to assign group members since groupings will change due to data/student needs.

Group A	Group B	Group C
Mickey Mouse	Clark Kent	Charlie Brown
Minnie Mouse	Peter Parker	Sally Brown
Donald Duck	Bruce Wayne	Lucy van Pelt
Daisy Duck	David Banner	Linus van Pelt
Daffy Duck	Tony Stark	Peppermint Patty

Class size and student needs might necessitate more than three groups. Intensity of intervention (time and group size) should be taken into consideration when planning small group instruction.

Student Rotations
<p>Teacher Led Small Group (Daily)</p> <p>i-Ready (no more than three 20 minute sessions per week or four 15 minute sessions; the goal is 45-65 minutes per week of online instruction)</p> <p>Independent Reading</p> <p>See OneNote for other rotation ideas.</p>

Students need to change activities at class midpoint to help with engagement and stamina.

	Teacher Led Small Group	i-Ready	Independent Reading
Monday	Group A; Group B	Group B; Group C	Group A; Group C
Tuesday	Group C; Group A	Group A; Group B	Group B; Group C
Wednesday	Group B; Group C	Group A; Group C	Group A; Group B
Thursday	Group A; Group B	Group B; Group C	Group C; Group A
Friday	Group C; Group A	Group A; Group B	Group B; Group C

Sample Class Period Schedule			
9:30-9:40	Vocabulary Instruction/ Bell Ringer/Mini-lesson		
	Teacher Led Small Group Instruction	i-Ready	Independent Reading
9:40-10:00	A	B	C
10:00-10:20	B	C	A

JCSB Chart DT3: Identification/Intervention Decision Tree 2018-2019

Identification Assessment(s)	Dates	If	Then	Options
FSA ELA	Spring 2018	Student scores Level 1	<p>The student will be scheduled into an intensive reading class for appropriate reading intervention.</p> <p>The student will be placed on the Watch List for Progress Monitoring.</p>	<p>High School: Intensive Reading (1000410) (with Reading Certified or Reading Endorsed teacher)</p> <p><u>NOTE: Intensive Reading class size should be 18 students maximum in order to enable effective small group instruction.</u></p>
i-Ready Diagnostic (for students without FSA ELA Reading scores)	As needed throughout the year	Student scores “in the red,” i.e. two or more levels below grade level according to Overall Scale Score	<p>The student will be scheduled into an intensive reading class for appropriate reading intervention.</p> <p>The student will be placed on the Watch List for Progress Monitoring.</p>	See above

Identification Assessment(s)	Dates	If	Then	Options
FSA ELA Reading	Spring 2018	Student scores Level 2*	The student will be placed on a Watch List, and progress monitoring and interventions will be provided by a designated teacher.	Content Area Teachers will provide explicit instruction in vocabulary and comprehension strategies using NGCARPD resources.
i-Ready Diagnostic (for students without FSA ELA Reading scores)	As needed throughout the year	Student scores “in the yellow,” i.e. one level below grade level according to Overall Scale Score	See above	Content Area Teachers will provide explicit instruction in vocabulary and comprehension strategies using NGCARPD resources.
FSA ELA Reading	Spring 2018	*A student’s testing history reveals a pattern of testing below grade level: 2013-2017 FCAT 2.0/ FSA Reading/ELA achievement levels show below grade level (Level 1 or Level 2) for more than one administration.	Schools may opt to place students in intensive reading. The student will be placed on the Watch List for Progress Monitoring.	Schools may opt to place them in intensive reading: Intensive Reading (1000410) (with Reading Certified or Reading Endorsed teacher)

Progress Monitoring Assessment	Dates	If	Then
<p>Administer i-Ready Diagnostic to students in grades 9-12 who scored level one or level two on the FSA ELA* (or who have been targeted for intervention or the WATCH LIST with i-Ready results).</p> <p>*11th and 12th grade students who have earned a concordant reading score on the ACT (19) or SAT (26) are exempt.</p>	AP1: August 2018	Green Success Zone	Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.
	AP2: January 2019	At Benchmark	Provide Skills Instruction as indicated by i-Ready Instructional Grouping Profile Reports and Curriculum Maps at appropriate levels.
	AP3: April/May 2019	(On or above grade level)	See Instructional Focus and Resources/Materials below.
		Yellow Success Zone	Provide <i>explicit</i> instruction in vocabulary and reading comprehension strategies as well as in high-level reasoning skills required to meet grade level standards.
		Intervention (One level below)	Provide Skills Instruction as indicated by i-Ready Instructional Grouping Profile Reports and Curriculum Maps at appropriate levels.
		Red Success Zone	Provide <i>explicit</i> instruction in vocabulary and reading comprehension strategies as well as in high-level reasoning skills required to meet grade level standards.
		Urgent Intervention (Greater than one level below)	Provide Skills Instruction as indicated by i-Ready Instructional Grouping Profile Reports and Curriculum Maps at appropriate levels.
		At Risk for Tier 3	See Instructional Focus and Resources/Materials below.

If i-Ready reports indicate an instructional need for Foundational Skills...

	<p align="center">Instructional Focus</p> <p align="center"> SMALL GROUP EXPLICIT INSTRUCTION** See Suggested Organizational Plan for Small Group Differentiated Instruction </p>	<p align="center">Resources/Materials</p> <p align="center"> NOTE: Intensive Reading class size should be 18 students maximum in order to enable effective small group instruction. </p>
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10:00-10:20	B	C	A