Jackson 2019-20 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.

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, 2016-2017 and 2017-2018 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	59	60

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	56	57

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	26	21
White/Hispanic	13	12	9	9	7	6	5
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 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: i-Ready; and Growth Monitoring Data 9-12: 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 2019
      Assessment Period 2: iReady Diagnostic 2 January 2020
      Assessment Period 3: iReady Diagnostic 3 April/ May 2020

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?**

      District Instructional Leadership Team

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

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

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

      Quarterly

6. **As a separate attachment, please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has developed the plan along with: the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements, the district contact for Multi-Tiered Systems of Supports(MTSS), the district Management Information Systems (MIS) contact to ensure accurate data reporting, the district ELL contact, a school based principal and a teacher.**

   See Appendix A.

<u>Research-Based Reading Instruction Allocation</u>

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 Professional Learning Catalog pursuant to 6A-5.071 F.A.C.?**

   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..**

   Please list the course numbers from your district Professional Learning Catalog which cover this training.

   Panhandle Area Educational Consortium
   Reading Instruction – Integrating a Multi-Sensory Approach for Students with Disabilities or other Diverse Learning Needs
   COMPONENT NUMBER: 2-100-002

   Reading Instruction – Integrating a Multi-Sensory Approach
   COMPONENT NUMBER: 2-013-002

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.**

   N/A (No coaches are funded with Reading Allocation.)

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

   N/A

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 <u>funded at each level using the Research-Based Reading Instruction Allocation</u>:**

   a. **Elementary:**N/A
   b. **Middle:**N/A
   c. **High:**N/A

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

   N/A

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

   N/A

<u>Supports for Identification and Intervention of Students with Reading Deficiencies</u>

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 <u>funded through the Research-Based Reading Instruction Allocation</u>?**

   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 2019 FSA results. Current progress monitoring data indicates the following schools will need additional support in 2019-2020: Graceville High School; Grand Ridge School, and Graceville Elementary 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.**

   Yes

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?**

   $312,000.00

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.:**

   N/A

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 1 Part A: Open Court $120,000; i-Ready $240,000

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:**

   Cottondale Elementary School

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

   a. **Start Date:** June 4, 2012
   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 21, 2019
   e. **Total number of instructional hours of reading:** 63

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 SAT 10, 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		Click here to enter text.
District expenditures on reading coaches		Click here to enter text.
District expenditures on intervention teachers		312,000
District expenditures on supplemental materials or interventions		Click here to enter text.
District expenditures on professional development		Click here to enter text.
District expenditures on summer reading camps		49,419
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools		Click here to enter text.
Flexible Categorical Spending		Click here to enter text.
	Sum of Expenditures	Click here to enter text.
	Amount of district research-based reading instruction allocation for 2019-2020	361,419

Jackson K-12 Comprehensive Research-Based Reading Plan
Jackson County School Board Media Room
April 23, 2019

1. Welcome/Introductions
2. Meeting Goal: To provide an opportunity for collaboration among district stakeholders regarding the 2019-2020 K-12 Comprehensive Research-Based Reading Plan
3. Plan Overview
4. Decision Trees
5. Discussion
6. Wrap-up

Jackson K-12 Comprehensive Research-Based Reading Plan Collaboration
Jackson County School Board Media Room
April 23, 2019

Print Name	Signature	District/School / Title
Cathi Addison	Cathi Addison	Sec. ELA Content Spec.
Sarah Branton	Sarah Branton	5th grade teacher
Jessica Craven	Jessica Craven	Principal CES
Jennifer D. See	Jennifer D. See	Director - Sec. Educ.
Carolyn P. Kher	Carolyn Kher	Director - Elem Educ
Shirl Williams	Shirl Williams	Director - Stud. Services
Edna Reed	Edna Reed	MTSS RtI Resource Specialist
Stephanie King	Stephanie King	K-5 ELA Content Spec.

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 identify students for intervention. For each grade level on each chart, districts must include a description of which students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component; 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)				
Tier I	**DATES**	**IF**	**THEN**	**PROGRAMS, MATERIALS, & STRATEGIES**
Kindergartener: FLKRS (STAR Early Literacy)	1st 30 days 2019-20	Receives scaled score of 497-529	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: *Reading Wonders* (Reading Writing Workshop & Literature Anthology w/complex-authentic text) K-3 Supplemental: *Open Court Reading* (OCR) *Reading Wonders* On or Beyond leveled readers and Challenge activities I-Ready individualized learning path & Tools for Instruction Teacher Toolbox (*Ready* materials); Accelerated Reader-Independent Reading, STAR, CPalms, 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.)
i-Ready diagnostic Retained in Kindergarten, 1st-3rd Grade	May 2019	Scores in i-Ready Mid to Late Grade Placement (Green)		
Current 4th or 5th grader FSA	Spring 2019	scores level 3 or above		
Tier II	**DATES**	**IF**	**THEN**	**PROGRAMS, MATERIALS, & STRATEGIES**
Kindergartener: FLKRS (STAR Early Literacy)	1st 30 days 2019-20	Receives scaled score of 438-496	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**. *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.* As needed for further leveling clarification, administer the Wonders/OCR placement assessments.	Core: *Reading Wonders* (Reading Writing Workshop & Literature Anthology w/complex-authentic text) K-3 Supplemental: OCR *Wonders* leveled readers *Wonders* and/or *OCR* Intervention Guide Resources for Phonological Awareness, Phonics, Fluency, Vocab., and/or Comprehension Fluency Assessment Handbook Teacher Toolbox (*Ready* 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, STAR, CPalms 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.)
i-Ready diagnostic Retained in Kindergarten, 1st-3rd Grade	May 2019	Scores in i-Ready Early Grade Placement (Yellow)		
Current 4th or 5th grader: FSA	Spring 2019	scores level 2		
Tier III	**DATES**	**IF**	**THEN**	**PROGRAMS, MATERIALS, & STRATEGIES**
Kindergartener: FLKRS (STAR Early Literacy)	1st 30 days 2019-20	Receives scaled score of 437 or below	K-5: **Place on "Watch List" (see MTSS/RtI Handbook). Notify parents of reading deficiency.** Start or continue Tier II and 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**	Core: *Reading Wonders* (Reading Writing Workshop & Literature Anthology w/complex-authentic text) K-3 Supplemental: *OCR* *Wilson Fundations* (Multisensory) *Wonders* approaching leveled readers *Wonders* and/or *OCR* Intervention Guide Resources for Phonological Awareness, Phonics, Fluency, Vocab., and/or Comprehension *OCR*-direct instruction for intervention Teacher Toolbox (*Ready* materials) *i-Ready Tools for Inst.*-small group teacher-directed lessons (in addition to 45 mins. of computer usage) Lexia, Accelerated Reader-Independent Reading, STAR, CPalms
i-Ready diagnostic Retained in Kindergarten, 1st-3rd Grade	May 2019	Scores in i-Ready Emergent Grade		

Current 4th or 5th grader: FSA	Spring 2019	Placement (Red) (Urgent Intervention) scores level 1	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 Tree). **Remedy the deficiency through additional scaffolding & support** Students scoring in i-Ready Profile 1 will be considered as having a substantial reading deficiency.	FCRR Activities, UDL, Multisensory, Cooperative Learning & Engagement/Kagan Struct. *Wonder Works*-direct instruction with computer support Support Coach, eBooks, Moby Max, Reading Response Journals; DRTA/DLTA, QAR, Lit Circles, Readers' Theatre **(SEE MTSS/RtI toolkit for complete list of recommended resources.)**

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 2019   AP 2 Window opens: January 2020   AP 3 Window opens: May 2020

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	Tier I i-Ready: Profile 5 (on or above level)	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 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	Tier II i-Ready: Profile 3 or 4 (up to one year below grade level)	K-5: Begin **On Level** 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 **approaching level 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 *Wonders Placement Assessments or Open Court Lesson and Unit Assessment*** 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
PM bi-weekly	Tier III i-Ready: Profile 1 or 2 (one year or more below grade level)	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** *Wonders Placement Assessments or Open Court Lesson and Unit Assessment* 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.

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
- o   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.)

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*

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 2019-2020

Identification Assessment(s)	Dates	If	Then
FSA ELA	Spring 2019	Student scores Level 1	Double blocked Language Arts AND Reading class (Intensive reading course code for Level 1 and Level 2 students): 6th-1001010/ 1000010 7th-1008040/ 1000010 8th - 1001070/ 1000010 (with Reading Certified or Reading Endorsed teacher) **NOTE: Intensive Reading class size should be limited to 18 students maximum in order to enable effective small group instruction. 15 is preferable.** The student will be placed on the Watch List for Progress Monitoring.
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: 6th-565 or below 7th-582 or below 8th-593 or below	See above

Identification Assessment(s)	Dates	If	Then
FSA ELA Reading	Spring 2019	Student scores Level 2*	Double blocked Language Arts AND Reading class (Intensive reading course code for level 1 and level 2 students): 6th-1001010/ 1000010 7th-1008040/ 1000010 8th - 1001070/ 1000010 (with Reading Certified or Reading Endorsed teacher) **<u>NOTE: Intensive Reading class size should be limited to 18 students maximum in order to enable effective small group instruction. 15 is preferable.</u>** The student will be placed on the Watch List for Progress Monitoring.
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: 6th-566-597 7th-583-608 8th-594-619	See above

Progress Monitoring Assessment	Dates	If	Then
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). Conduct data chats (after each diagnostic administration) with students to set growth goals based on **typical growth** and **stretch growth** goals from i-Ready's **Diagnostic Results** and **Diagnostic Growth Reports.**	AP1: August 2019 AP2: January 2020 AP3: April/May 2020	**Green Success Zone** **At Benchmark** **(On or above grade level)** **Tier 1**	Provide *enhanced* instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards. Provide Skills Instruction as indicated by **i-Ready Instructional Grouping Reports** and **Curriculum Maps** at appropriate levels. **See Instructional Focus and Resources/Materials below.**
		Yellow Success Zone **Intervention** **(One level below)** **Tier 2**	Provide *explicit* instruction in vocabulary and reading comprehension strategies, as well as in high-level reasoning skills required to meet grade level standards. Provide Skills Instruction as indicated by **i-Ready Instructional Grouping Reports** and **Curriculum Maps** at appropriate levels. **See Instructional Focus and Resources/Materials below.**
		Red Success Zone **Urgent Intervention** **(Greater than one level below)** **Tier 3**	Provide *explicit* instruction in vocabulary and reading comprehension strategies as well as in high-level reasoning skills required to meet grade level standards. Provide Skills Instruction as indicated by **i-Ready Instructional Grouping Reports** and **Curriculum Maps** at appropriate levels. **See Instructional Focus and Resources/Materials below.**

	Instructional Focus **SMALL GROUP EXPLICIT INSTRUCTION**** See Suggested Organizational Plan for Small Group Differentiated Instruction	Resources/Materials NOTE: Intensive Reading class size should be 18 students maximum in order to enable effective small group instruction.
If i-Ready reports indicate an instructional need for Foundational Skills:		
Foundational Skills	Phonics **Accurately read unfamiliar grade-appropriate <u>multisyllabic words</u> in context using knowledge of all <u>letter-sound correspondences</u>.** **Read unfamiliar multisyllabic words in isolation using knowledge of <u>syllabication patterns</u>.** **Accurately read unfamiliar grade-appropriate <u>multisyllabic words</u> in isolation using knowledge of all <u>letter-sound correspondences</u>.** **Accurately read unfamiliar grade-appropriate <u>multisyllabic words</u> in isolation, using knowledge of word <u>morphology</u>.**	**i-Ready Student-driven Online Instruction** **i-Ready Teacher-led Instruction (Tools for Instruction; Teacher Toolbox)** *REWARDS*
Foundational Skills	Fluency **Read on level texts aloud at appropriate ORF rates.** **Read on-level prose and poetry aloud with expression (e.g., using the meaning of the text to dictate the expression regarding pauses, pitch, and stress)** **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)**	**i-Ready Student-driven Online Instruction** **i-Ready Teacher-led Instruction (Tools for Instruction; Teacher Toolbox)** *REWARDS* *The Six Minute Solution*

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

	Instructional Focus **SMALL GROUP EXPLICIT INSTRUCTION**** **See Suggested Organizational Plan for Small Group Differentiated Instruction**	Resources/Materials **NOTE: Intensive Reading class size should be 18 students maximum in order to enable effective small group instruction.**
Vocabulary	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.	**i-Ready Student-driven Online Instruction** **i-Ready Teacher-led Instruction (Tools for Instruction)** **NGCARPD Strategy Lessons** **Student Tutorials: floridastudents.org** **Classroom Libraries**

Comprehension	Comprehension Monitoring Text Marking/ Coding Text Annotation Metacognition Fix-up strategies such as rereading Clarifying unfamiliar vocabulary words Text Structures Questioning Questioning the Text Text Dependent Questions Summarizing Text-based Discussions Opportunities for extended discussion of text meaning and interpretation Skills Instruction as indicated by STAR Instructional Planning Reports and Curriculum Maps	**i-Ready Student-driven Online Instruction** **i-Ready Teacher-led Instruction (Tools for Instruction; Teacher Toolbox)** **NGCARPD Strategy Lessons** ***Texts and Lessons for Content-Area Reading/ Texts and Lessons for Teaching Literature*** **Student Tutorials: floridastudents.org** **Classroom Libraries**

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)
Informal Reading Inventory
DAR
Spelling Inventory
Appropriate adjustments to instruction will be made based on this data. Refer to "Instructional Focus" and "Resources and Materials" chart above 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 increased 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 2019-2020**

Intensive Reading (50 minute class period)

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

Intensity of intervention (time and group size) should be taken into consideration when planning small group instruction.

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

Students performing on grade level and above may be assigned independent work during teacher led small group instruction and might not be part of the regular rotation.

Class size and student needs might necessitate more than three groups.

Student Rotations	
Teacher Led Small Group (Daily)	Vocabulary.com
i-Ready Online Instruction	Newsela
Independent Reading	See OneNote for other rotation ideas.

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 A	Group A; Group C	Group A; Group B
Thursday	Group A; Group C	Group B; Group A	Group C; Group B
Friday	Group B; Group A	Group A; Group C	Group B; Group C

Sample Class Period Schedule			
9:30-9:40	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 2019-2020

Identification Assessment(s)	Dates	If	Then	Options
FSA ELA	Spring 2019	Student scores Level 1	The student will be scheduled into an intensive reading class for appropriate reading intervention. The student will be placed on the Watch List for Progress Monitoring.	High School: Intensive Reading (1000410) (with Reading Certified or Reading Endorsed teacher) NOTE: Intensive Reading class size should be 18 students maximum in order to enable effective small group instruction. 15 is preferable.
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: 9th-604 or below 10th-12th-624 or below	The student will be scheduled into an intensive reading class for appropriate reading intervention. The student will be placed on the Watch List for Progress Monitoring.	See above

Identification Assessment(s)	Dates	If	Then	Options
FSA ELA Reading	Spring 2019	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: 9th-605-639 10th-12th-625-651	See above	Content Area Teachers will provide explicit instruction in vocabulary and comprehension strategies using NGCARPD resources.
FSA ELA Reading	Spring 2019	*A student's testing history reveals a pattern of testing below grade level: 2013-2018 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 students in intensive reading: Intensive Reading (1000410) (with Reading Certified or Reading Endorsed teacher)

Progress Monitoring Assessment	Dates	If	Then
Administer i-Ready Diagnostic to students in grades 9-12 who scored Level 1 or Level 2 on the FSA ELA* (or who have been targeted for intervention or the WATCH LIST with i-Ready results). *11th and 12th grade students who have earned a concordant reading score on the ACT (19) or SAT (26) are exempt.	**AP1: August 2019** **AP2: January 2020** **AP3: April/May 2020**	**Green Success Zone** **At Benchmark** **(On or above grade level)** **Tier 1**	Provide *enhanced* instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards. Provide Skills Instruction as indicated by i-Ready Instructional Grouping Profile Reports and Curriculum Maps at appropriate levels. **See Instructional Focus and Resources/Materials below.**
		Yellow Success Zone **Intervention (One level below)** **Tier 2**	Provide *explicit* instruction in vocabulary and reading comprehension strategies as well as in high-level reasoning skills required to meet grade level standards. Provide Skills Instruction as indicated by i-Ready Instructional Grouping Profile Reports and Curriculum Maps at appropriate levels. **See Instructional Focus and Resources/Materials below.**
		Red Success Zone **Urgent Intervention (Greater than one level below)** **Tier 3**	Provide *explicit* instruction in vocabulary and reading comprehension strategies as well as in high-level reasoning skills required to meet grade level standards. Provide Skills Instruction as indicated by i-Ready Instructional Grouping Profile Reports and Curriculum Maps at appropriate levels. **See Instructional Focus and Resources/Materials below.**

	Instructional Focus **SMALL GROUP EXPLICIT INSTRUCTION**** **See Suggested Organizational Plan for Small Group Differentiated Instruction**	**Resources/Materials** **NOTE: Intensive Reading class size should be 18 students maximum in order to enable effective small group instruction. 15 is preferable.**

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

	Instructional Focus **SMALL GROUP EXPLICIT INSTRUCTION**** **See Suggested Organizational Plan for Small Group Differentiated Instruction**	**Resources/Materials** **NOTE: Intensive Reading class size should be 18 students maximum in order to enable effective small group instruction. 15 is preferable.**
Foundational Skills	**Phonics** Accurately read unfamiliar grade-appropriate <u>multisyllabic words</u> in context using knowledge of all <u>letter-sound correspondences</u>. Read unfamiliar multisyllabic words in isolation using knowledge of <u>syllabication patterns</u>. Accurately read unfamiliar grade-appropriate <u>multisyllabic words</u> in isolation using knowledge of all <u>letter-sound correspondences</u>. Accurately read unfamiliar grade-appropriate <u>multisyllabic words</u> in isolation, using knowledge of word <u>morphology</u>.	i-Ready Student-driven Instruction (online) i-Ready Teacher-led Instruction (Tools for Instruction) *REWARDS*
Foundational Skills	**Fluency** Read on level texts aloud at appropriate ORF rates. 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) 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)	i-Ready Student-driven Instruction (online) i-Ready Teacher-led Instruction (Tools for Instruction) *REWARDS* *The Six Minute Solution*

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

	Instructional Focus **SMALL GROUP EXPLICIT INSTRUCTION**** **See Suggested Organizational Plan for Small Group Differentiated Instruction**	**Resources/Materials** **NOTE: Intensive Reading class size should be 18 students maximum in order to enable effective small group instruction.**
Vocabulary	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.	**i-Ready Student-driven Instruction (online)** **i-Ready Teacher-led Instruction (Tools for Instruction)** **NGCARPD Strategy Lessons** **Student Tutorials: floridastudents.org** **Classroom Libraries**

| Comprehension | Comprehension Monitoring
Text Marking/ Coding
Text Annotation
Metacognition
Fix-up strategies such as rereading
Clarifying unfamiliar vocabulary words
Text Structures

Questioning
Questioning the Text
Text Dependent Questions

Summarizing

Text-based Discussions
Opportunities for extended discussion of text meaning and interpretation

Skills Instruction as indicated by STAR Instructional Planning Reports and Curriculum Maps | **i-Ready Student-driven Instruction (online)**

i-Ready Teacher-led Instruction (Tools for Instruction)

NGCARPD Strategy Lessons

Texts and Lessons for Content-Area Reading/ Texts and Lessons for Teaching Literature

Student Tutorials: floridastudents.org

Classroom Libraries |

If a student's i-Ready data and formative assessment tasks do not indicate adequate progress is being made, then administer the following diagnostics:
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Daisy Duck	David Banner	Linus van Pelt
Daffy Duck	Tony Stark	Peppermint Patty

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

Student Rotations		
Teacher Led Small Group (Daily) i-Ready Online Instruction Independent Reading	Independent Reading Vocabulary.com Newsela See OneNote for other rotation ideas.	
	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