Leon 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: Shane Syfrett
 Contact Email: syfretts@leonschools.net
Contact Telephone: 850-487-7837

District-Level Leadership

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

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

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	58	60	59	62	59	63	64

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	53	54	54	56	54	58	60

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	38	34	39	30	38	28	25
White/Hispanic	16	14	20	12	19	11	10
Economically Disadvantaged/Non-Economically Disadvantaged	33	29	35	26	33	24	22
Students with Disabilities/Students without Disabilities	40	36	38	32	38	29	26
English Language Learners/ Non-English Language Learners	15	13	19	12	25	11	10

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

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

   Expenditures from the allocation are expected to impact student achievement by investing in highly qualified instructional staff who work closely with our students requiring the most support. To achieve this goal, we have developed a comprehensive and strategic plan for training teachers and reading coaches who work closely with these students on a regular basis, including the expansion of opportunities for teachers to participate in the district reading endorsement program, professional development for teachers using research-based programs for multi-sensory interventions, development and implementation of secondary intensive reading classes based on the Reading Apprenticeship model, and discipline-specific reading strategies for secondary content area teachers. K-12 reading funds will also be used to fund research-based programs and resources that include intensive, strategic, and multisensory intervention and support for our elementary students who have fallen behind their peers in reading performance. As our district data reveals the need for additional work with our achievement gap sub groups in all grades, funds dedicated to professional development for reading coaches and teachers of intensive reading/language arts will include specific research-proven strategies for working with our special populations.

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?**

      Gillian Gregory, Assistant Superintendent of Academic Services, will be responsible for monitoring student achievement progress. Curriculum Developers and Curriculum Services staff will assist with the collection and review of student data.

   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.**

      For grades K-5, the district will collect and review data from district-level reading assessments (Renaissance Learning STAR Assessment), district reading assessments (aimswebPlus), and reports generated from student progress monitoring tools.

      For grades 6-8, the district will collect and review data from district-created ELA standards-based assessments, Achieve 3000, and FAIR to determine how students are progressing toward district goals.

      For grades 9-10, the district will collect and review data from district-created, ELA standards-based assessments, Common Lit, and FAIR to determine how students are progressing toward district goals.

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

For grades K-5, ongoing data is collected and reviewed by school teams every 10 instructional days. The district will collect and review student progress monitoring data quarterly in grades K-5.

For grades 6-10, the district will collect and review progress monitoring data quarterly.

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

Assistant Superintendent of Academic Services, Gillian Gregory and Assistant Superintendent of School Management Services, Dr. Alan Cox, are responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions.

5. In regard to district-level monitoring of instructional alignment to grade-level Florida Standards, please address the following:

A. Who at the district-level is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards?

Assistant Superintendent of Academic Services, Gillian Gregory, with the support of Curriculum Developers and Curriculum Services staff, is responsible for ensuring that classroom instruction is aligned to grade-level Florida Standards.

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

Leon County Schools uses Leon LEADS evaluation platform to conduct and monitor all teacher evaluations and correlating observations of instructional practices. The platform collects teacher data on 37 elements, including (1) lesson plans that align with standards, (2) rubrics that describe levels of performance and the learning goals, and (3) teachers' use of data to inform instructional decisions. District-wide teacher data on these three elements are indicators of Leon County Schools' success with aligning instruction to Florida Standards.

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

Data is collected and reviewed from the Leon LEADS evaluation platform on a quarterly basis by Leon County Schools' Director of Professional Learning, Shane Syfrett.

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?**

   Justin Williamson, Coordinator for Academic Services, and Kathleen Malloy, Technology Instructional Developer, will work with school media specialists and/or assistant principals of curriculum to ensure that schools have access to informational text for each content area in a variety of media.

   B. **In addition to using texts from core, supplemental and intervention programs, what will the district do to ensure that schools have access to informational text for each content area in a variety of mediums?**

   The district provides access to high-quality informational text using multiple sensory modalities and mediums. Access to additional informational texts are provided through our media centers and through our multiple partnerships with online providers. The district will continue to provide funding, technical assistance, and professional development to schools for these resources.

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?**

   Gillian Gregory, Assistant Superintendent for Academic Services; Dr. Alan Cox, Assistant Superintendent of School Management Services, Martha Fletcher, Director of Exceptional Student Education, and Shane Syfrett, Director of Professional Learning, will ensure that all classroom instruction is accessible to the full range of learners using UDL principles.

   B. **What evidence will the district collect to demonstrate that all classroom instruction is accessible to the full range of learners using UDL principles for effective instructional design (planning) and delivery (teaching)?**

   LCS uses the Leon LEADS evaluation platform to conduct and monitor all teacher evaluations and correlating observations of instructional practices. The platform collects teacher data on 37 elements. Two of the elements address making classroom instruction accessible to a full range of learners:

   -The teacher will identify "adaptations, accommodations, and modifications to meet the needs of special learners, including ESE, ELL, 504, and low expectancy/high-risk students who lack support for learning."

   -The teacher will facilitate "students making decisions, solving problems, investigating, engaging in experimental inquiry and/or authoring personal writings" for students requiring challenge.

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

Data is collected and reviewed from Leon LEADS platform on a quarterly basis.

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?**

   Shane Syfrett, Director of Professional Learning

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

   $102,000

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?

   Shane Syfrett, Director of Professional Learning

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

   In 2017-2018, our reading coaches and administrators attended a training on the characteristics of conditions such as dyslexia and other causes of diminished phonological processing as well as research-based interventions provided by Florida State University and Florida Center for Reading Research, at no cost. Also, in the 2017-2018 school year, IDEA funds were used to train teachers on how to 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.

In 2018-2019, all teachers will participate in an online course, provided by the State of Florida, in effective methods of identifying characteristics of condtions such as dyslexia and other causes of diminished phonological processing skills, at no cost. This course will be completed by teachers within the first 30 days of school.
Trainings to help K-5 teachers more strategically address how to 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 will be funded through IDEA allocations. A K-2 Literacy Professional Development initiative to address standards, research, and curriculum for all Leon County elementary scools

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.**

   Masters in Reading or add-on K-12 reading endorsement.

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

   The K-12 Reading Allocation is used to provide all 24 elementary schools with reading coaches and one district reading coach to support all district K-12 initiatives. Funding of reading/literacy coaches at Apalachee, Astoria Park, Bond, Buck Lake, Canopy Oaks, Chaires, Conley, DeSoto Trail, Fort Braden, Gilchrist, Hartsfield, Hawks Rise, Killearn Lakes, Moore, Oak Ridge, Pineview, Riley, Roberts, Ruediger, Sabal Palm, Sealey, Springwood, Sullivan, and Woodville is also provided through Title I to ensure our schools with the greatest needs receive the necessary support. Additionally, half time reading coaches will be provided to non-Title I elementary schools.

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.**

   Based on a review of student achievement data, the Title I elementary schools designated above have been identified as having the greatest need. To ensure that these schools receive adequate support and services, Leon County Schools funds a full-time reading coach at each site using the combined resources from the K-12 Reading allocation and Title I.

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

   a. Elementary: 24
   b. Middle: 0
   c. High:0

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

   Each reading/literacy coach will develop Student Learning Objectives (SLOs) based on the specific reading needs at their respective school sites. Administrators at their assigned sites will meet with the school reading/literacy coach throughout the year to: review FSA and other student achievement data, establish reading/literacy goals in the School Improvement Plan, create the reading coaches' SLOs, review yearly activities of the reading/literacy coach, and analyze effectiveness when FSA reading data is released in the summer. The Assistant Superintendent for Academic Services will meet with administrators each year to discuss FSA achievement data as well as the role of the reading/literacy coach in meeting goals set forth in the School Improvement Plan.

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

   $730,311

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?**

   None

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.**

   N/A

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

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

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

   N/A

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

   Lindamood-Bell Seeing Stars
   Lindamood-Bell Visualizing and Verbalizing
   aimwebPlus

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

   Materials for these interventions will cost $97,600.

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

   Title I and ESE allocations.

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:** Sue Kraul

2. **Email Address:** krauls@leonschools.net

3. **Phone Number:** 850-487-7175

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

   Apalachee Elementary, Astoria Park Elementary, Hartsfield Elementary, Fort Braden School, and Sabal Palm Elementary

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

   a. **Start Date:** June 11, 2018
   b. **Which days of the week is SRC offered:** Monday, Tuesday, Wednesday, and Thursday
   c. **Number of instructional hours per day in reading:** 5.30 instructional hours
   d. **End Date:** July 19, 2018
   e. **Total number of instructional hours of reading:** 106 instructional hours

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

   Yes

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

   1:12

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

   Yes, 1st grade.

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

   Reading Coaches and teachers assigned to the SRC sites will use ongoing rate and accuracy checks, ongoing formative comprehension assessments through LitCamp and other comprehension support materials, as well as ongoing assessments through the 3rd grade portfolio to demonstrate growth in student achievement was a result of the instruction provided during SRC. An End of the Year STAR assessment and an End of SRC assessment will be used to determine student growth.

## 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	$91,636
District expenditures on reading coaches	$730,311
District expenditures on intervention teachers	$0
District expenditures on supplemental materials or interventions	$97,600
District expenditures on professional development	$102,000
District expenditures on summer reading camps	$295,715
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	$210,000
Flexible Categorial Spending	$0
	Sum of Expenditures	$1,527,262
	Amount of district research-based reading intruction allocation for 2018-2019	$1,527,262

LCS
LEON COUNTY SCHOOLS
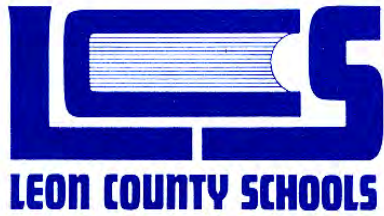
Alignment of ELL and K-12 Reading Goals
Thursday, March 8, 2018
9:00 – 10:00 a.m.
Assistant Superintendent's Conference Room

Present: Assistant Superintendent Gillian Gregory; Director of Professional Learning Shane Syfrett; and Coordinator of ELL

AGENDA ITEMS

Update on ELL Activities

Report on 2017-18 K-12 Reading Plan

Review of Performance Data for English Language Learners

Goal Alignment of ELL Plan and K-12 Reading Plan

Resources and Responsibilities for Implementation

Next Steps

Meeting Agenda
K-12 Reading Plan and SP & P Coordination
Thursday, March 22, 2018
Howell Building

Present: Assistant Superintendent Gillian Gregory; Director of Professional Learning Shane Syfrett; and Director of Educational Student Education Martha Fletcher

AGENDA ITEMS

Review and Follow-up to September 26th meeting:

Coordination of MTSS and Elementary Reading Decision Tree
Screening and Interventions for Identified Students
Report on Lindamood-Bell Trainings and Funding Sources
Resources for Schools and Teachers
Data Collection Systems

Next Steps:

Expansion into Secondary Reading Programs
Screening Tools
Intervention Systems
Meeting with ELA Curriculum Specialists to Establish Goals for K-12 Reading Plan

Building the Future Together

Identification of Students with Reading Deficiencies and Intervention Supports

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

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

The charts must contain the following information:

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

Kindergarten Assessment and Curriculum Decision Tree

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
STAR Early Literacy- Florida Kindergarten Readiness Screener	First 30 days of school	Scaled Score of 497-529	Continue with core instruction and daily whole group to small group differentiated workshop time.	• McGraw-Hill Wonders Interventions may include, but are not limited to: • SRA Phonemic Awareness • Early Interventions in Reading • Reading Mastery • Seeing Stars • LiPS • K-PALS • SPELL-Links • Read Naturally • Sound Partners • Computer Adaptive Technology, as needed *See Leon County Schools' ELA Instructional Pathways Chart for additional information.
		Scaled Score of 438-496	Continue with core instruction and daily whole group to small group differentiated workshop time. Provide targeted and prescriptive interventions.	
		Scaled Score of 437 and below	Continue with core instruction and daily whole group to small group differentiated workshop time. Provide intensive, targeted, and prescriptive interventions. *Modifications to pacing and group size will be made for students who fail to make adequate progress.	

aimswebPlus	Letter Naming Fluency: Fall and Winter Benchmark Fall Benchmark- August 2018-October 2018 Winter Benchmark- December 2018-February 2019	25th percentile and below	Continue with core instruction and daily whole group to small group differentiated workshop time. Provide intensive, targeted, and prescriptive interventions. *Modifications to pacing and group size will be made for students who fail to make adequate progress.	• McGraw-Hill Wonders Interventions may include, but are not limited to: • SRA Phonemic Awareness • Early Interventions in Reading • Reading Mastery • Seeing Stars • LiPS • K-PALS • SPELL-Links • Read Naturally • Sound Partners • Computer Adaptive Technology, as needed *See Leon County Schools' ELA Instructional Pathways Chart for additional intervention information.
	Letter Word Sound Fluency: Winter Benchmark Winter Benchmark- December 2018-January 2019	25th percentile and below		
Parents are notified of their child's progress with an initial STAR Early Literacy Report, tri-annual aimswebPlus reports, as well as interim and quarterly report cards that indicate on-grade level progress. Additionally, if students receive a scale score of 437 and below on the STAR Early Literacy Screener and/or 25th percentile or below on the aimswebPlus Benchmark, a detailed letter will be sent home notifying the family of the substantial deficiency in the area of reading.				

1st Grade Assessment and Curriculum Decision Tree

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
aimswebPlus	Letter Word Sound Fluency: Fall Benchmark Fall Benchmark- August 2018-October 2018	25th percentile and below	Continue with core instruction and daily whole group to small group differentiated workshop time. Provide intensive, targeted, and prescriptive interventions. *Modifications to pacing and group size will be made for students who fail to make adequate progress.	• McGraw-Hill Wonders Interventions may include, but are not limited to: • Early Interventions in Reading • Reading Mastery • Seeing Stars • LiPS • K-PALS • SPELL-Links • Read Naturally • Sound Partners • Six Minute Solution • Great Leaps • REWARDS • Computer Adaptive Technology, as needed *See Leon County Schools' ELA Instructional Pathways Chart for additional intervention information.
	Oral Reading Fluency Winter and Spring Benchmark Winter Benchmark- December 2018-January 2019 Spring Benchmark- March 2019-May 2019	25th percentile and below		
STAR	STAR Benchmark: Winter and End of Year Winter- December 2018-January 2019 Spring- April 2019-May 2019	25th percentile and below		
Parents are notified of their child's progress with quarterly STAR reports, tri-annual aimswebPlus reports, as well as interim and quarterly report cards that indicate on-grade level progress. Additionally, if students fall at the 25th percentile or below on the aimswebPlus Benchmark or STAR Benchmark, a detailed letter will be sent home notifying the family of the substantial deficiency in the area of reading.				

2nd Grade Assessment and Curriculum Decision Tree

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
aimswebPlus	Oral Reading Fluency Benchmark: Fall, Winter, and Spring Fall- August 2018-October 2018 Winter- December 2018-February 2019 Spring- March 2019-May 2019	25th percentile and below	Continue with core instruction and daily whole group to small group differentiated workshop time. Provide intensive, targeted, and prescriptive interventions. *Modifications to pacing and group size will be made for students who fail to make adequate progress.	• McGraw-Hill Wonders Interventions may include, but are not limited to: • Early Interventions in Reading • Reading Mastery • Seeing Stars • Read Naturally • Six Minute Solution • Great Leaps • REWARDS • Talkies • ReadWorks • The Road to Reading • Computer Adaptive Technology, as needed *See Leon County Schools' ELA Instructional Pathways Chart for additional intervention information.
STAR	STAR Benchmark: Initial, Fall, Winter, and Spring Initial- August 2018 Fall- October 2018 Winter- December 2018-January 2019 Spring- April 2019-May 2019	25th percentile and below		
Parents are notified of their child's progress with quarterly STAR reports, tri-annual aimswebPlus reports, as well as interim and quarterly report cards that indicate on-grade level progress. Additionally, if students fall at the 25th percentile or below on the aimswebPlus Benchmark or STAR Benchmark, a detailed letter will be sent home notifying the family of the substantial deficiency in the area of reading.				

3rd -5th Grade Assessment and Curriculum Decision Tree

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
aimswebPlus	Oral Reading Fluency Benchmark: Fall, Winter, and Spring Fall- August 2018-October 2018 Winter- December 2018- February 2019 Spring- March 2019-May 2019	25th percentile and below	Continue with core instruction and daily whole group to small group differentiated workshop time. Provide intensive, targeted, and prescriptive interventions. *Modifications to pacing and group size will be made for students who fail to make adequate progress.	• McGraw-Hill Wonders Interventions may include, but are not limited to: • Reading Mastery • Read Naturally • Six Minute Solution • Great Leaps • REWARDS • Corrective Reading • Language for Learning • Talkies • Corrective Reading- Comprehension Skills • Ready • Junior Great Books • ReadWorks • CommonLit • Visualizing and Verbalizing • The Road to Reading • Computer Adaptive Technology, as needed *See Leon County Schools' ELA Instructional Pathways Chart for additional intervention information.
STAR	STAR Benchmark: Initial, Fall, Winter, and Spring Initial- August 2018 Fall- October 2018 Winter- December 2018- January 2019 Spring- April 2019-May 2019	25th percentile and below		
Florida Standards Assessments (FSA)	FSA data from previous school year (If applicable)	Level 1		
Parents are notified of their child's progress with quarterly STAR reports, tri-annual aimswebPlus reports, as well as interim and quarterly report cards that indicate on-grade level progress. Additionally, if students fall at the 25th percentile or below on the aimswebPlus Benchmark or STAR Benchmark, a detailed letter will be sent home notifying the family of the substantial deficiency in the area of reading.				

Intervention	Description
CommonLit (Grades 3-5)	Instructional materials to support literacy development for students in grades 5-12.
Florida Ready	Program that uses a gradual-release model that ensures students get the modeled and guided instruction they need to build confidence and mastery of the LAFS.
Great Leaps	Instructional program to increase fluency and early literacy skills.
Junior Great Books	Great Books fiction and nonfiction programs for grades K–12 help students boost reading comprehension, critical thinking, speaking and listening, and writing skills.
K-Pals	Kindergarten Peer-Assisted Literacy Strategies (K-PALS) was developed for kindergarten students to enhance the existing reading curriculum, by increasing the amount of time students are engaged in critical early reading skills.
LiPS (Lindamood Phoneme Sequencing)	An oral-motor, visual, and auditory feedback system that enables all students to prove the identity, number, and order of phonemes in syllables and words.
Read Naturally	Supplemental reading program that aims to improve the reading fluency, accuracy, and comprehension skills of elementary and middle school students using a combination of texts, audio CDs, and computer software.
ReadWorks	Leveled reading passages, detailed lesson plans, and thorough comprehension activities.
REWARDS	6-week course of instruction centered on daily lessons of 50-60 minutes to support fluency, comprehension, and academic vocabulary.
Seeing Stars (Lindamood-Bell)	Program that provides automaticity of symbol imagery to support reading fluency and spelling.
Six Minute Solution	Reading fluency program through repeated readings of one-minute non-fiction passages.
Sound Partners	Sound Partners is a phonics-based tutoring program that provides supplemental reading instruction to elementary school students grades K–3 with below average reading skills.
SPELL-Links	A systematic way of learning, practicing and applying knowledge of sounds, letters, and word meanings to read and spell.

SRA Corrective Reading	Designed to promote reading accuracy (decoding), fluency, and comprehension skills of students in grade 3 or higher who are reading below their grade level.
SRA Corrective Reading-Comprehension	Corrective Reading Comprehension focuses on decoding and comprehension, two skills crucial for readers in grades 3 and up who are one or more years behind. It addresses the wide range of deficits many older learners face and gives them the structure and practice they need to overcome those deficits.
SRA Early Interventions in Reading	SRA Early Interventions in Reading helps you identify struggling readers in Grades K-3 and provide them with lessons that build mastery of essential skills through explicit, systematic instruction in five critical strands – phonemic awareness, letter-sound correspondences, word recognition and spelling, fluency, and comprehension.
SRA Language for Learning	With Language for Learning, children acquire the words, concepts, and statements important for oral instruction and written language.
SRA Phonemic Awareness	SRA Phonemic Awareness is a complete program for developing phonological and phonemic awareness.
SRA Reading Mastery	A basal reading program that uses the Direct Instruction method to help students master essential decoding and comprehension skills.
Talkies (Lindamood-Bell)	Talkies is a program for Oral Language Comprehension and Expression development, to support the imagery-language connection.
The Road to Reading (Primary Concepts)	Reading Intervention for grades K-5 to help struggling learners master key literacy objectives.
Visualizing and Verbalizing (Lindamood-Bell)	A program that develops concept imagery—the ability to create an imagined or imaged gestalt from language—as a basis for comprehension and higher order thinking.

Leon County Schools 2018-2019 Assessment/Curriculum Decision Tree for Grades 6-8

	Progress Monitoring Assessment	Frequency	If	Then	Programs/Materials/Strategies
2017 FSA ELA Score Levels 3-5	District-Developed Standards-Based Assessments	Quarterly	Student scores above 30th percentile	Provide on grade level instruction in high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level or above standards. Focus on building comprehension of complex text.	• HMH *Collections* • **Novels** • Teacher-developed thematic units including literary and nonfiction text • Textbooks and grade level content in science and social studies classes
			Student falls below 30th percentile	In addition to providing grade level instruction, use learning progressions and aligned formative assessment measures to determine strengths and weaknesses. Address active reading strategies using the HMH *Collections* Close Readers. Differentiate lessons to provide necessary reteaching and/or support.	• LCS Learning Progressions for ELA • HMH *Collections* Close Reader • **District- or teacher-developed formative assessments** • CommonLit • Achieve the Core Mini-Assessments and Close Reading Lessons •
2017 FSA ELA Score Level 2	Achieve3000	Monthly	Lexile level is at or above the indicated measures: • 6th grade – 560L • 7th grade – 630L • 8th grade – 665L	Through intensive reading classes, schools will provide on grade level instruction in high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level or above standards. Focus on building comprehension of complex text.	• HMH *Collections* • HMH *Collections* Close Reader • **Novels** • Teacher-developed thematic units including literary and nonfiction text • Textbooks and grade level content in science and social studies classes
			Lexile level is at or below the indicated measures: • 6th grade – 555L • 7th grade – 625L • 8th grade – 660L	In addition to providing instruction on grade level standards, utilize an integrated, interdisciplinary approach to literacy with enhanced instruction in reasoning, vocabulary, and reading comprehension strategies. Address active reading strategies using the HMH *Collections* Close Readers. Utilize reports in Achieve3000 to target individual student needs for intervention, and plan small group instruction. Foster student ownership of literacy data and collaboratively determine goals for growth.	**Additional Materials:** • LCS Learning Progressions for ELA • HMH *Collections* Close Reader • **Achieve3000** • CommonLit • ReadWorks • Achieve the Core Mini-Assessments and Close Reading Lessons • Reading Apprenticeship Strategies

	Progress Monitoring Assessment	Frequency	If	Then	Programs/Materials/Strategies
			The below plan outlines what will be provided in addition to the progress monitoring, action, and strategies indicated above.		
2017 FSA ELA Score Level 1	FAIR-FS • Word Recognition Task (WRT) • Vocabulary Knowledge Task (VRT) • Reading Comprehension Task (RCT) • Syntactic Knowledge Task (SKT)	3X per Year	WRT, VKT, and SKT scores are above 30th percentile.	Schools must provide enhanced literacy instruction through an intensive reading, intensive language arts, or content area reading class. Utilize instructional practices that increase students' motivation and self-efficacy. Focus instruction on before, during, and after reading comprehension strategies. Student is not required to participate in AP2 or AP3 of	• LCS Learning Progressions for ELA • Achieve3000, CommonLit, ReadWorks • Achieve the Core Mini-Assessments and Close Reading Lessons • Reading Apprenticeship Cognitive Strategies • HMH *Collections* • Science & social studies content
			Word Recognition Task score is below 30th percentile **Administer the Open Response Task (Available through FAIR-FS) to determine whether issue is decoding or fluency.**	**For students with less than 93% accuracy on ORT,** provide targeted, direct instruction in Word Analysis. (See pp. 17-21 of EBRI for Adolescents.) Monitor progress with informal 1st draft writing samples or simple decoding assessments (such as the Names Test). **For students scoring below the 25th percentile in rate on ORT,** provide fluency instruction including choral, cloze, repeated, structured partner, and scaffolded silent reading. Have students monitor their progress by charting WPM on "cold" reads and rehearsed reads.	• Power Up What Works Word Analysis Strategies • Strategic Instruction Model Word Identification Strategy (DISSECT) • Achieve the Core Fluency Resources • Expeditionary Learning Fluency Instruction Routine (pp. 27-45) • San Diego Fluency Pack • REWARDS • SRA Multiple Skills Series • Lexia
				*For students with persistent deficiencies, additional assessment may be needed. In addition to targeted instruction, ensure students have access to necessary accommodations for school success, such as text readers or audio versions of core texts, spelling/grammar tools, dictation software, and assistance in organization and note-taking.	
			Vocabulary Knowledge Task score is below 30th percentile	Provide a more explicit, systematic approach to vocab instruction, with more modeling by the teacher and more practice. Focus particularly on instruction of context and morphological cues to discern word meaning. (See pp. 26-36 of EBRI for Adolescents.) Use teacher-made progress monitoring that assesses word learning strategies as well as explicitly-taught words.	• Reading Apprenticeship Word-Learning Strategies • Achieve the Core Academic Word Finder • Flocabulary • Wordly Wise • Strategic Instruction Model Word Learning Strategies
			Syntactic Knowledge Task score is below 30th percentile	Provide explicit instruction in sentence construction and determining how clauses and ideas relate to one another throughout a text. Use discussion and writing frames to scaffold support in the use of language. Use teacher-made progress monitoring or the Open Response Diagnostic to further assist in determining student needs.	• Reading Apprenticeship Sentence Detectives • Strategic Instruction Model Sentence Writing Strategy • ASHA Strategies for Teaching Syntax
	For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.				

Leon County Schools 2018-2019 Assessment/Curriculum Decision Tree for Grades 9 & 10

	Progress Monitoring	Frequency	If	Then	Programs/Materials/Strategies
2017 FSA ELA Score Levels 3-5	District-Developed Standards-Based Assessments	Quarterly	Student scores above 30th percentile	Provide on grade level instruction in high- level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level or above standards. Focus on building comprehension of complex text.	• HMH *Collections* • Novels • Teacher-developed thematic units including literary and nonfiction text • Textbooks and grade level content in science and social studies classes
			Student falls below 30th percentile	In addition to providing grade level instruction, use learning progressions and aligned formative assessment measures to determine strengths and weaknesses. Address active reading strategies using the HMH *Collections* Close Readers. Differentiate lessons to provide necessary reteaching and/or support.	• LCS Learning Progressions for ELA • HMH *Collections* Close Reader • District- or teacher-developed formative assessments • CommonLit • Achieve the Core Mini-Assessments and Close Reading Lessons
2017 FSA ELA Score Level 2	CommonLit	Monthly	Student assignment average exceeds 50%	Through Language Arts classes, schools must provide on grade level instruction in high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level or above standards. Focus on building comprehension of complex text.	• HMH *Collections* • HMH *Collections* Close Reader • Novels • Teacher-developed thematic units including literary and nonfiction text • Textbooks and grade level content in science and social studies classes
			Student assignment average falls at or below 50%	In addition to providing instruction on grade level standards, utilize reports in CommonLit to target individual areas for intervention and plan small group instruction. Use standard-specific learning progressions to assess student's needs and plan lessons that scaffold to the standard. Address active reading strategies using the HMH *Collections* Close Readers. Foster student ownership of literacy data and collaboratively determine goals for growth.	**Additional Materials:** • LCS Learning Progressions for ELA • HMH *Collections* Close Reader • CommonLit • ReadWorks • Achieve the Core Mini-Assessments and Close Reading Lessons • Reading Apprenticeship Strategies

	Progress Monitoring	Frequency	If	Then	Programs/Materials/Strategies
			\multicolumn{3}{|c|}{The below plan outlines what will be provided in addition to the progress monitoring, action, and strategies indicated above.}		
017 FSA ELA Score Level 1	FAIR-FS • Word Recognition Task (WRT) • Vocabulary Knowledge Task (VRT) • Reading Comprehension Task (RCT) • Syntactic Knowledge Task (SKT)	3X per Year	WRT, VKT, and SKT scores are above 30th percentile.	Schools must provide enhanced literacy instruction through an intensive reading, intensive language arts, or content area reading class. Utilize instructional practices that increase students' motivation and self-efficacy. Focus instruction on before, during, and after reading comprehension strategies. Student is not required to participate in AP2 or AP3 of FAIR-FS progress monitoring.	• LCS Learning Progressions for ELA • ReadWorks • Newsela • Achieve the Core Mini-Assessments and Close Reading Lessons • Reading Apprenticeship Cognitive Strategies • HMH *Collections* • Science & social studies content
			Word Recognition Task score is below 30th percentile **Administer the Open Response Task (Available through FAIR-FS) to determine whether issue is decoding or fluency.**	**For students with less than 93% *accuracy* on ORT,** provide targeted, direct instruction in Word Analysis. (See pp. 17-21 of EBRI for Adolescents.) Monitor progress with informal 1st draft writing samples or simple decoding assessments (such as the Names Test). **For students scoring below the 25th percentile in *rate* on ORT,** provide fluency instruction including choral reading, cloze reading, repeated reading, structured partner reading, and scaffolded, structured silent reading. Have students monitor their progress by charting WPM on "cold" reads and rehearsed reads.	• Power Up What Works Word Analysis Strategies • Strategic Instruction Model Word Identification Strategy (DISSECT) • Achieve the Core Fluency Resources • Expeditionary Learning Fluency Instruction Routine (pp. 27-45) • San Diego Fluency Pack • REWARDS • SRA Multiple Skills Series • Lexia *For students with persistent deficiencies, additional assessment may be needed. In addition to targeted instruction, ensure students have access to necessary accommodations for school success, such as text readers or audio versions of core texts, spelling/grammar tools, dictation software, and assistance in organization and note-taking.
			Vocabulary Knowledge Task score is below 30th percentile	Provide a more explicit and systematic approach to vocabulary instruction, with more modeling by the teacher and more practice opportunities. Focus particularly on instruction of context and morphological cues to discern word meaning. (See pp. 26-36 of EBRI for Adolescents.) Use teacher-made progress monitoring that assesses word learning strategies as well as explicitly-taught words.	• Reading Apprenticeship Word-Learning Strategies • Achieve the Core Academic Word Finder • Flocabulary • Wordly Wise • Strategic Instruction Model Word Learning Strategies
			Syntactic Knowledge Task score is below 30th percentile	Provide explicit instruction in sentence construction and determining how clauses and ideas relate to one another throughout a text. Use discussion and writing frames to scaffold support in the use of language. Use teacher-made progress monitoring or the Open Response Diagnostic to further assist in determining student needs.	• Reading Apprenticeship Sentence Detectives • Strategic Instruction Model Sentence Writing Strategy • ASHA Strategies for Teaching Syntax

Leon County Schools 2018-2019 Assessment/Curriculum Decision Tree for Grades 11 & 12

	Progress Monitoring Options	Frequency	Instruction	Programs /Materials/Strategies

Students not Meeting FSA ELA Graduation Requirements	ACT Academy
	
	CommonBoard + Khan Academy Official SAT Practice
	
	CommonLit
		Review Progress Monthly	• Ensure students are served in a class or classes that
			   o emphasize preparing students to meet graduation and college and career readiness requirements.
			   o provide opportunities for extensive reading in a wide variety of texts (focusing heavily on informational texts).
			• Work with students to create personalized plans of action that include preparing for FSA Retakes, registering and practicing for ACT and/or SAT, developing a growth mindset, and setting goals for reading improvement.
			• Provide enhanced instruction in reasoning, vocabulary, and reading comprehension strategies while also addressing the engagement and motivation for students to become independent readers and thinkers.
			
			If analysis of writing and observation of oral reading leads teacher to suspect student has a severe reading deficiency,
			• Use the Open Response Task (ORT) from the FAIR-FS or another diagnostic tool to determine if student has a fluency or word reading deficiency.
			• Provide basic word reading, spelling skill development, and/or fluency development instruction.
			• Teach study skills that promote strong classroom learning skills.
			• Promote the use of technology to provide access to grade level content and skill development. For example,
			   o Audio books or screen reader technology to allow students with severe deficiencies develop vocabulary, advanced language structure, and background knowledge through listening.
			   o Tools to allow students to express complex ideas through dictation.
				• ACT or SAT Preparation Materials
				• ACT Academy
				• CommonBoard + Kahn Academy Official SAT Practice
				• HMH *Collections*
				• HMH *Collections* Close Reader
				• Novels
				• Teacher-developed thematic units including literary and nonfiction text
				• Textbooks and grade level content in science and social studies classes
				• LCS Learning Progressions for ELA
				• CommonLit
				• ReadWorks
				• Reading Apprenticeship Strategies
				• Flocabulary

For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.				

300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan

Please complete the following questions to be included as an addendum to the 2018-2019 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

Section 1: Contact Information

1. **District name:** Leon County Schools
2. **Contact name for schools covered on this plan:** Gillian Gregory
3. **Contact phone number:** 850.487.7839
4. **Contact email:** gregoryg@leonschools.net
5. **Schools covered by this plan:** Bond Elementary, Hartsfield Elementary, Oak Ridge Elementary, Pineview Elementary, and Riley Elementary

Section 2: Length of School Day

F.A.C. Rule 6A-6.053 requires 90 minutes of reading instruction in grades K-5, and section 1011.62(9) F.S. requires an additional hour of reading instruction, which may be covered within the school day, for a minimum total of 150 minutes. Please answer the following questions regarding the length of the school day and the number of instructional minutes provided.

1. **School start time:** 8:15
2. **School dismissal time:** 2:50
3. **Total number of instructional minutes per day:** 6 hours 35 minutes
4. **Minutes per day of reading instruction (must be at least 150):** 150 minutes

Section 3. Instructional Design

1. **Students enrolled in these schools who earned a level 4 or level 5 on the statewide standardized English Language Arts assessment for the previous school year may participate in the extra hour of instruction. Describe the process your district/school uses to serve these students.**

   The additional hour of reading instruction was optional for students scoring a reading level 4 or level 5. Parents were notified of this option, though all parents chose to participate. To serve these students, differentiated instruction will be provided for these students. During this time, opportunities for enrichment will be provided. Instructional materials provided include McGraw-Hill Wonders Above Grade Level and Challenge resources, Junior Great Books, and opportunities for research and extending concepts through Week 6 of the Wonders curriculum.

2. **The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

   To ensure that the additional hour of instruction was provided by teachers who have had success with teaching reading to struggling readers, teachers regularly meet with their school administration to review their student data and discuss successes and gaps. Teachers will also be provided with inservice and in-classroom coaching opportunities throughout the school year. These teachers will be provided with an additional 45 minutes per week, to plan with colleagues beyond the regular school day. All teachers on staff are evaluated through Leon LEADS, our teacher evaluation platform, and have a overall evaluation rating of "Effective" or higher. Our Leon LEADS Platform allows administrators to provide specific feedback, and helps to ensure that the teacher and their instructional practices are effective for all students To ensure the teachers identified are effective, ongoing feedback is provided by administrators, reading coaches, and district staff.

3. **The intensive reading instruction delivered in this additional hour shall include research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency. Describe the intensive reading instruction your district/school uses during the additional hour and how your district/school has proven it to accelerate progress of students exhibiting a reading deficiency.**

   We extended the learning time in our adopted core program and intervention programs to address phonemic awareness, vocabulary development, fluency, and comprehension. We also increased the requirement for in-school and out-of-school reading to support the transfer of reading skills throughout the disciplines. Throughout the year, teachers will conference with students to provide feedback and to help students improve in writing about text. This feedback will also include help with grammar, spelling, and mechanics.

   These programs were used in 2017-2018, and were proven to accelerate student progress. Using last year's aimswebPlus, STAR reading, and other progress monitoring data, we were able to conclude that the programs used were effective for students and their individual needs.

   During the 2018-2019 school year, ongoing progress monitoring through aimswebPlus, iReady, STAR reading, and specific intervention groups, schools will be able to monitor students' progress and ensure that student progress is accelerated. Using progress monitoring data, teachers and schools will best be able to identify individual student needs to support acceleration of their progress.

4. **The intensive reading instruction delivered in this additional hour shall include differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs. Describe the process your district uses to ensure this occurs.**

    For students who had a previous FSA score, scores were linked to a percentile so teachers could identify the growth needed to attain learning gains or meet the proficiency standard. In Kindergarten through third grade, we will use the administration of aimswebPlus to identify students' specific reading needs. This will inform instruction in foundational reading skills. A linking study was completed which will help to inform practice, based on the results of STAR as a predictive tool to obtain learning gains and proficiency on the FSA. After each weekly assessment in our core program, teachers will provide small group instruction to help students understand the error patterns displayed through the assessment. Small groups vary from lesson to lesson, depending on the skills needed for review and feedback. Teachers can utilize this assessment information to guide their whole group and small group instruction, as well as provide ongoing feedback. The results of all assessments will be used as a planning tool for our weekly, extended planning for the five schools.

5. **The intensive reading instruction delivered in this additional hour shall include explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback. Describe the process your school/district uses to ensure this occurs.**

    We have extended the learning time in our adopted core program and intervention programs. We have also increased the requirement for in-school and out of school reading to support the transfer of reading skills. Throughout the year teachers conference with students to provide feedback and improve on text dependent writing, which include feedback on grammar.

    To ensure this process occurs, formal and in-formal walk-throughs conducted by school administrators, school-level reading coaches, and/or district staff will take place. Teachers, reading coaches, and administrators will collaborate on meaningful feedback for students during the additional 45 minutes of extended planning. According to our Assessment and Curriculum Decision Trees, teachers can determine the explicit and systematic programs, materials, or strategies that are most appropriate for their students. After extended planning, teachers are able to put into practice the opportunities for feedback, formative assessment, and instructional strategies discussed during the collaborative conversations. These practices include UDL strategies, multi-sensory activities to support literacy, and standards-driven instruction, formative assessment, and feedback.

6. The intensive reading instruction delivered in this additional hour shall include the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading. Describe the process your district uses to ensure this occurs.

We have extended the learning time in our adopted core program and intervention programs to address phonemic awareness, vocabulary development, fluency, and comprehension. We have also increased the requirement for in-school and out-of-school reading to support the transfer of reading skills throughout the disciplines. Throughout the year, teachers will conference with students to provide feedback and to help students improve in writing about text. This feedback also included help with grammar, spelling, and mechanics.

To support the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading, district instructional developers for these disciplines, will support teachers and reading coaches in identifying discipline-specific texts to support reading instruction in the additional hour. Instructional developers will be working with teachers and reading coaches during extended planning, weekly planning, and/or other opportunities that will be on-going throughout the school year. This process will be ensured by formal and in-formal walk-throughs conducted by school administrators, school-level reading coaches, and/or district staff. Teachers, reading coaches, instructional developers, and administrators will collaborate to ensure the integration of social studies, science, and mathematics-text is occurring.