

## Leon 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:** Shane Syfrett  
**Contact Email:** [syfretts@leonschools.net](mailto: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, 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	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
						28	25
White/African American	38	34	39	30	38		
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	33	29	35	26	38	24	22
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, 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 trainings with a focus on evidence-based Tier II and Tier III reading interventions. K-12 reading funds will also be used to fund evidence-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 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 progress. Instructional Developers and Academic 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, iReady, and aimswebPlus), as well as reports generated from student progress monitoring tools.

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

For grades 9-10, the district will collect and review data from ELA standards-based assessments and STAR 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, with an emphasis on Tier II and Tier III interventions. The district will collect and review student progress monitoring data quarterly in grades K-5. Additionally, all progress monitoring for L300 and priority schools will be collected and reviewed on a monthly basis.

For grades 6-10, school teams and district staff will collect and review progress monitoring data quarterly. School teams will review progress monitoring data of students receiving Tier II and Tier III interventions on a monthly basis. Additionally, all priority schools will be collected and reviewed on a monthly basis.

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

Gillian Gregory, Assistant Superintendent of Academic Services, and Dr. Alan Cox, Assistant Superintendent of School Management Services, are responsible for monitoring the progress of students receiving Tier II and Tier III 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?**

Gillian Gregory, Assistant Superintendent of Academic Services, 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 to correlate 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 collected and reviewed from the Leon LEADS evaluation platform is ongoing and is managed by Leon County Schools' Director of Professional Learning, Shane Syfrett.

**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.

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

Shane Syfrett, Director of Professional Learning

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

\$135,644.03

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.**

Course Number 23980/2100003

Course Number 24253/2100003

### **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, Certification in Educational Leadership, or add-on K-12 reading endorsement.

The qualifications of the reading/literacy coach in Leon County Schools is defined by the Just Read, Florida! K-12 Comprehensive Research-Based Reading Plan's qualifications of the reading/literacy coach. [Reading/Literacy Coach Qualifications](#) The qualifications of a reading/literacy coach, and the role of the reading/literacy coach is reviewed with school administrators and reading coaches at the beginning of each school year. Administrators use this language to guide the hiring of qualified school reading/literacy coaches, as well as define their day-to-day responsibilities as they support school and district-wide literacy goals.

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

The K-12 Reading Allocation is used to provide reading coaches to all 24 elementary schools and two district reading specialists to support the district's K-12 reading initiatives. The district reading specialists will support our priority and support schools: Astoria Park, Bond, Hartsfield, Oak Ridge, Pineview, Riley, Springwood, Woodville K-8, Fort Braden K-8, Griffin Middle, Nims Middle, Rickards High, and Godby High. Funding of the reading/literacy coaches at Apalachee, Astoria Park, Bond, Chaires, Fort Braden, Hartsfield, Oak Ridge, Pineview, Riley, Ruediger, Sabal Palm, Sealey, Springwood, 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 data, the Title I schools designated above have been identified as having the greatest need. To ensure that the elementary 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. Middle and high schools designated as priority or support schools will be provided a part-time reading coach funded by LCS. The two district reading specialists providing support and services to all priority and support schools will be funded by the K-12 Reading Allocation.

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

- a. Elementary:25
- b. Middle:.5
- c. High:.5

**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 district reading specialists will be evaluated based on the reading achievement of their assigned schools. The Assistant Superintendent for Academic Services will meet with administrators and the district reading specialists each year to discuss FSA achievement data as well as the role of the reading/literacy coach and specialists 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?**

\$795,739.82

**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?**

N/A

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 Instruction Allocation:**

- a. **Elementary:0**
- b. **Middle:0**
- c. **High:0**

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 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.:**

REWARDS Secondary  
REWARDS Plus  
aimswebPlus  
Visualizing and Verbalizing  
Seeing Stars  
STAR  
Reading Apprenticeship- Reading for Understanding



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

\$200,000

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

Instructional Materials Allocation at the school level

**Summer Reading Camps**

Please complete the following questions regarding SRC:

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

**2. Email Address:** [krauls@leonschools.net](mailto:krauls@leonschools.net)

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

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

Bond Elementary, Chaires Elementary, Fort Braden School, Pineview Elementary, Riley Elementary, and Springwood Elementary.

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

**a. Start Date:** June 10, 2019

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

**c. Number of instructional hours per day in reading:** 5.5 hours

**d. End Date:** July 18, 2019

**e. Total number of instructional hours of reading:** 110

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

Yes.

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

1:10

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

No.

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

Reading Coaches and teachers assigned to the SRC sites will use ongoing formative comprehension assessments through Support Coach and other comprehension support materials, as well as ongoing assessments through the 3<sup>rd</sup> grade portfolio to demonstrate growth in student achievement during SRC. Also, the End of Year STAR assessment administered in May will be compared to a STAR assessment administered at the completion of SRC.

**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.

**Budget Review**

Estimated proportional share distributed to district charter schools	\$72,066.32
District expenditures on reading coaches	\$795,739.82
District expenditures on intervention teachers	0
District expenditures on supplemental materials or interventions	\$205,766.10
District expenditures on professional development	\$135,644.03
District expenditures on summer reading camps	\$314,920.83
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	\$1,524,137
Amount of district research-based reading instruction allocation for 2019-2020	\$1,524,137

## APPENDIX A

Meeting Agenda  
K-12 Reading Plan and SP & P Coordination  
Monday, March 4, 2019  
Howell Building



Present: Assistant Superintendent **Gillian Gregory**; Assistant Superintendent **Alan Cox**, Director of Professional Learning **Shane Syfrett**; Director of Educational Student Education **Cathy Shields**; Director for ESE **Jenny Jenkins**; Coordinator for T&IS **Missy Atkinson**; Coordinator for ESOL **Lisa Urban**; Principal of Sealey Elementary: **Demetria Clemons**; Teacher at Sealey Elementary: Celeste Clemons

### AGENDA ITEMS

Coordination of MTSS and Elementary Reading Decision Tree  
Tier II & Tier III Reading Intervention  
Screening and Interventions for Identified Students  
Screener for high school???

Report on Lindamood-Bell Trainings and Funding Sources  
Intervention Resources for Schools and Teachers  
Plan Secondary Reading Coaches Meeting (Tier III)

FOCUS – FTE reporting of interventions by school  
Reporting by Course  
Reporting by Student

Reading Data Collection Platforms – STAR, aimswebPlus, iReady, Achieve 3000

#### Next Steps:

Expansion into Secondary Reading Programs  
Screening Tools  
FTE Check – Interventions  
Review Goals for 2019-20 K-12 Reading Plan

## APPENDIX B

### **Identification of Student 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.

1. DT1 – Elementary (K-5)
2. DT2 – Middle (6-8)
3. 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;

### 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.	<ul style="list-style-type: none"> <li>• McGraw-Hill Wonders</li> </ul> <p>Interventions may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• SRA Phonemic Awareness</li> <li>• Early Interventions in Reading</li> <li>• Reading Mastery</li> <li>• Seeing Stars (Multisensory)</li> <li>• LiPS (Multisensory)</li> <li>• K-PALS</li> <li>• SPELL-Links</li> <li>• Read Naturally</li> <li>• Sound Partners</li> <li>• Computer Adaptive Technology, as needed</li> </ul> <p>*See Leon County Schools' ELA Instructional Pathways Chart for additional information.</p>
		Scaled Score of 438-496	<p>Continue with core instruction and daily whole group to small group differentiated workshop time.</p> <p>Provide targeted and prescriptive Tier 2 interventions a minimum of three days a week for 30 minutes in small groups. Prescribe explicit, systematic, and multisensory reading interventions that address the reading deficiency.</p>	
		Scaled Score of 437 and below	<p>Continue with core instruction and daily whole group to small group differentiated workshop time.</p> <p>Provide intensive Tier 2 and Tier 3 reading interventions that are targeted and prescriptive five days a week for a minimum of 30 minutes in small groups. Prescribe intensive, explicit, systematic, and multisensory reading interventions that address the reading deficiency.</p> <p>Continue with core instruction and daily whole group to small group differentiated workshop time.</p>	

*This document is meant to provide flexible guidelines for use in determining the best instructional provisions for your students. Additional considerations may need to be made to determine appropriate interventions, such as chronic absenteeism, ESE status, and the level of English language proficiency.*

			<p>*Modifications to pacing and group size will be made for students who fail to make adequate progress.</p> <p>**The student will be identified as having a Substantial Reading Deficiency (SRD).</p> <ul style="list-style-type: none"> <li>• An SRD letter will be sent home to the parent/guardian of the child and an Individualized Progress Monitoring Plan (IPMP) will be prepared if no IEP exists.</li> <li>• Copies of all SRD paperwork will be kept with the student's cumulative records in the designated orange folder.</li> <li>• All students who have been identified as having an SRD will be recorded in our Student Information System (FOCUS) as participating in Tier 2 and Tier 3 intensive interventions.</li> </ul>	
aimwebPlus	Letter Naming Fluency: Winter and Spring Benchmark	25 <sup>th</sup> percentile and above	Continue with core instruction and daily whole group to small group differentiated workshop time.	<ul style="list-style-type: none"> <li>• McGraw-Hill Wonders</li> </ul> <p>Interventions may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• SRA Phonemic Awareness</li> <li>• Early Interventions in Reading</li> <li>• Reading Mastery</li> <li>• Seeing Stars (Multisensory)</li> <li>• LiPS (Multisensory)</li> <li>• K-PALS</li> </ul>
	<p>Winter Benchmark: January 7, 2020- January 31, 2020</p> <p>Spring Benchmark:</p>	11 <sup>th</sup> -24 <sup>th</sup> percentile	<p>Continue with core instruction and daily whole group to small group differentiated workshop time.</p> <p>Provide targeted and prescriptive Tier 2 interventions a minimum of three days a week for 30 minutes in small groups. Prescribe explicit, systematic, and multisensory reading interventions that address the reading deficiency.</p>	

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	April 20, 2020- May 15, 2020	10 <sup>th</sup> percentile and below	<p>Continue with core instruction and daily whole group to small group differentiated workshop time.</p> <p>Provide intensive Tier 2 and Tier 3 reading interventions that are targeted and prescriptive five days a week for a minimum of 30 minutes in small groups. Prescribe intensive, explicit, systematic, and multisensory reading interventions that address the reading deficiency.</p> <p>Continue with core instruction and daily whole group to small group differentiated workshop time.</p> <p>*Modifications to pacing and group size will be made for students who fail to make adequate progress.</p> <p>**The student will be identified as having a Substantial Reading Deficiency (SRD).</p> <ul style="list-style-type: none"> <li>• An SRD letter will be sent home to the parent/guardian of the child and an Individualized Progress Monitoring Plan (IPMP) will be prepared if no IEP exists.</li> <li>• Copies of all SRD paperwork will be kept with the student's cumulative records in the designated orange folder.</li> </ul> <p>All students who have been identified as having an SRD will be recorded in our Student Information System (FOCUS) as</p>	<ul style="list-style-type: none"> <li>• SPELL-Links</li> <li>• Read Naturally</li> <li>• Sound Partners</li> <li>• Computer Adaptive Technology, as needed</li> </ul> <p>*See Leon County Schools' ELA Instructional Pathways Chart for additional intervention information</p>
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			participating in Tier 2 and Tier 3 intensive interventions.	
	Letter Word Sound Fluency: Spring Benchmark  April 20, 2020- May 15, 2020	25 <sup>th</sup> percentile and above	Continue with core instruction and daily whole group to small group differentiated workshop time.	<ul style="list-style-type: none"> <li>● McGraw-Hill Wonders</li> </ul> <p>Interventions may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● SRA Phonemic Awareness</li> <li>● Early Interventions in Reading</li> <li>● Reading Mastery</li> <li>● Seeing Stars (Multisensory)</li> <li>● LiPS (Multisensory)</li> <li>● K-PALS</li> <li>● SPELL-Links</li> <li>● Read Naturally</li> <li>● Sound Partners</li> <li>● Computer Adaptive Technology, as needed</li> </ul> <p>*See Leon County Schools' ELA Instructional Pathways Chart for additional intervention information</p>
		11 <sup>th</sup> -24 <sup>th</sup> percentile	<p>Continue with core instruction and daily whole group to small group differentiated workshop time.</p> <p>Provide targeted and prescriptive Tier 2 interventions a minimum of three days a week for 30 minutes in small groups. Prescribe explicit, systematic, and multisensory reading interventions that address the reading deficiency.</p>	
		10 <sup>th</sup> percentile and below	<p>Continue with core instruction and daily whole group to small group differentiated workshop time.</p> <p>Provide intensive Tier 2 and Tier 3 reading interventions that are targeted and prescriptive five days a week for a minimum of 30 minutes in small groups. Prescribe intensive, explicit, systematic, and multisensory reading interventions that address the reading deficiency.</p> <p>Continue with core instruction and daily whole group to small group differentiated workshop time.</p> <p>*Modifications to pacing and group size will be made for students who fail to make adequate progress.</p>	

*This document is meant to provide flexible guidelines for use in determining the best instructional provisions for your students. Additional considerations may need to be made to determine appropriate interventions, such as chronic absenteeism, ESE status, and the level of English language proficiency.*



			<p>**The student will be identified as having a Substantial Reading Deficiency (SRD).</p> <ul style="list-style-type: none"> <li>• An SRD letter will be sent home to the parent/guardian of the child and an Individualized Progress Monitoring Plan (IPMP) will be prepared if no IEP exists.</li> <li>• Copies of all SRD paperwork will be kept with the student's cumulative records in the designated orange folder.</li> </ul> <p>All students who have been identified as having an SRD will be recorded in our Student Information System (FOCUS) as participating in Tier 2 and Tier 3 intensive interventions.</p>	
<p>Parents are notified of their child's progress with a FLKRS report and tri-annual aimswebPlus reports, as well as interim and quarterly report cards that indicate on-grade level progress. If a student receives a scale score of 437 and below on the STAR Early Literacy Screener, a detailed letter will be sent home notifying the family of the substantial deficiency in the area of reading. Additionally, if a student scores at or below the 10<sup>th</sup> percentile on the identified aimswebPlus benchmarks, a detailed letter will be sent home notifying the family of the substantial deficiency in the area of reading.</p>				
<p><i>This document is meant to provide flexible guidelines for use in determining the best instructional provisions for your students. Additional considerations may need to be made to determine appropriate interventions, such as chronic absenteeism, ESE status, and the level of English proficiency.</i></p>				

### 1<sup>st</sup> Grade Assessment and Curriculum Decision Tree

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
aimswebPlus	Letter Word Sound Fluency: Fall Benchmark  August 19, 2019-September 13, 2019	25 <sup>th</sup> percentile and above	Continue with core instruction and daily whole group to small group differentiated workshop time.	<ul style="list-style-type: none"> <li>• McGraw-Hill Wonders</li> </ul> <p>Interventions may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Early Interventions in Reading</li> <li>• Reading Mastery</li> <li>• Seeing Stars (Multisensory)</li> <li>• LiPS (Multisensory)</li> <li>• K-PALS</li> <li>• SPELL-Links</li> <li>• Read Naturally</li> <li>• Sound Partners</li> <li>• Six Minute Solution</li> <li>• Great Leaps</li> <li>• REWARDS</li> <li>• Computer Adaptive Technology, as needed</li> </ul> <p>*See Leon County Schools' ELA Instructional Pathways Chart for additional information.</p>
		11 <sup>th</sup> -24 <sup>th</sup> percentile	<p>Continue with core instruction and daily whole group to small group differentiated workshop time.</p> <p>Provide targeted and prescriptive Tier 2 interventions a minimum of three days a week for 30 minutes in small groups. Prescribe explicit, systematic, and multisensory reading interventions that address the reading deficiency.</p>	
		10 <sup>th</sup> percentile and below	<p>Continue with core instruction and daily whole group to small group differentiated workshop time.</p> <p>Provide intensive Tier 2 and Tier 3 reading interventions that are targeted and prescriptive five days a week for a minimum of 30 minutes in small groups. Prescribe intensive, explicit, systematic, and multisensory reading interventions that address the reading deficiency.</p> <p>Continue with core instruction and daily whole group to small group differentiated workshop time.</p>	

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			<p>*Modifications to pacing and group size will be made for students who fail to make adequate progress.</p> <p>**The student will be identified as having a Substantial Reading Deficiency (SRD).</p> <ul style="list-style-type: none"> <li>• An SRD letter will be sent home to the parent/guardian of the child and an Individualized Progress Monitoring Plan (IPMP) will be prepared if no IEP exists.</li> <li>• Copies of all SRD paperwork will be kept with the student's cumulative records in the designated orange folder.</li> <li>• All students who have been identified as having an SRD will be recorded in our Student Information System (FOCUS) as participating in Tier 2 and Tier 3 intensive interventions.</li> </ul>	
	Oral Reading Fluency: Spring Benchmark	25 <sup>th</sup> percentile and above	Continue with core instruction and daily whole group to small group differentiated workshop time.	<ul style="list-style-type: none"> <li>• McGraw-Hill Wonders</li> </ul> <p>Interventions may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• SRA Phonemic Awareness</li> <li>• Early Interventions in Reading</li> <li>• Reading Mastery</li> </ul>
	April 20, 2020- May 15, 2020	11 <sup>th</sup> -24 <sup>th</sup> percentile	<p>Continue with core instruction and daily whole group to small group differentiated workshop time.</p> <p>Provide targeted and prescriptive Tier 2 interventions a minimum of three days a week for 30 minutes in small groups.</p>	

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			<p>Prescribe explicit, systematic, and multisensory reading interventions that address the reading deficiency.</p>	<ul style="list-style-type: none"> <li>• Seeing Stars (Multisensory)</li> <li>• LiPS (Multisensory)</li> <li>• K-PALS</li> <li>• SPELL-Links</li> <li>• Read Naturally</li> <li>• Sound Partners</li> <li>• Computer Adaptive Technology, as needed</li> </ul> <p>*See Leon County Schools' ELA Instructional Pathways Chart for additional intervention information</p>
		10 <sup>th</sup> percentile and below	<p>Continue with core instruction and daily whole group to small group differentiated workshop time.</p> <p>Provide intensive Tier 2 and Tier 3 reading interventions that are targeted and prescriptive five days a week for a minimum of 30 minutes in small groups. Prescribe intensive, explicit, systematic, and multisensory reading interventions that address the reading deficiency.</p> <p>Continue with core instruction and daily whole group to small group differentiated workshop time.</p> <p>*Modifications to pacing and group size will be made for students who fail to make adequate progress.</p> <p>**The student will be identified as having a Substantial Reading Deficiency (SRD).</p> <ul style="list-style-type: none"> <li>• An SRD letter will be sent home to the parent/guardian of the child and an Individualized Progress Monitoring Plan (IPMP) will be prepared if no IEP exists.</li> <li>• Copies of all SRD paperwork will be kept with the student's cumulative records in the designated orange folder.</li> </ul>	

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			All students who have been identified as having an SRD will be recorded in our Student Information System (FOCUS) as participating in Tier 2 and Tier 3 intensive interventions.	
STAR	STAR Benchmark: End of Year Benchmark  April 20, 2020- May 15, 2020	25 <sup>th</sup> percentile and above	Continue with core instruction and daily whole group to small group differentiated workshop time.	<ul style="list-style-type: none"> <li>• McGraw-Hill Wonders</li> </ul> Interventions may include, but are not limited to: <ul style="list-style-type: none"> <li>• SRA Phonemic Awareness</li> <li>• Early Interventions in Reading</li> <li>• Reading Mastery</li> <li>• Seeing Stars (Multisensory)</li> <li>• LiPS (Multisensory)</li> <li>• K-PALS</li> <li>• SPELL-Links</li> <li>• Read Naturally</li> <li>• Sound Partners</li> <li>• Computer Adaptive Technology, as needed</li> </ul> *See Leon County Schools' ELA Instructional Pathways Chart for additional intervention information
		11 <sup>th</sup> -24 <sup>th</sup> percentile	Continue with core instruction and daily whole group to small group differentiated workshop time.  Provide targeted and prescriptive Tier 2 interventions a minimum of three days a week for 30 minutes in small groups. Prescribe explicit, systematic, and multisensory reading interventions that address the reading deficiency.	
		10 <sup>th</sup> percentile and below	Continue with core instruction and daily whole group to small group differentiated workshop time.  Provide intensive Tier 2 and Tier 3 reading interventions that are targeted and prescriptive five days a week for a minimum of 30 minutes in small groups. Prescribe intensive, explicit, systematic, and multisensory reading interventions that address the reading deficiency.  Continue with core instruction and daily whole group to small group differentiated workshop time.	

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			<p>*Modifications to pacing and group size will be made for students who fail to make adequate progress.</p> <p>**The student will be identified as having a Substantial Reading Deficiency (SRD).</p> <ul style="list-style-type: none"> <li>• An SRD letter will be sent home to the parent/guardian of the child and an Individualized Progress Monitoring Plan (IPMP) will be prepared if no IEP exists.</li> <li>• Copies of all SRD paperwork will be kept with the student's cumulative records in the designated orange folder.</li> </ul> <p>All students who have been identified as having an SRD will be recorded in our Student Information System (FOCUS) as participating in Tier 2 and Tier 3 intensive interventions.</p>	
<p>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. If a student scores at or below the 10<sup>th</sup> percentile on the STAR and/or identified aimswebPlus benchmarks, a detailed letter will be sent home notifying the family of the substantial deficiency in the area of reading.</p>				

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## 2<sup>nd</sup> 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	25 <sup>th</sup> percentile and above	Continue with core instruction and daily whole group to small group differentiated workshop time.	<ul style="list-style-type: none"> <li>• McGraw-Hill Wonders</li> </ul> Interventions may include, but are not limited to: <ul style="list-style-type: none"> <li>• Early Interventions in Reading</li> <li>• Reading Mastery</li> <li>• Seeing Stars (Multisensory)</li> <li>• Read Naturally</li> <li>• Six Minute Solution</li> <li>• Great Leaps</li> <li>• REWARDS</li> <li>• Talkies (Multisensory)</li> <li>• ReadWorks</li> <li>• The Road to Reading</li> <li>• Computer Adaptive Technology, as needed</li> </ul> *See Leon County Schools' ELA Instructional Pathways Chart for additional information.
	Fall Benchmark: August 19, 2019-September 13, 2019	11 <sup>th</sup> -24 <sup>th</sup> percentile	Continue with core instruction and daily whole group to small group differentiated workshop time.  Provide targeted and prescriptive Tier 2 interventions a minimum of three days a week for 30 minutes in small groups. Prescribe explicit, systematic, and multisensory reading interventions that address the reading deficiency.	
	Winter Benchmark: January 7, 2020-January 31, 2020	10 <sup>th</sup> percentile and below	Continue with core instruction and daily whole group to small group differentiated workshop time.  Provide intensive Tier 2 and Tier 3 reading interventions that are targeted and prescriptive five days a week for a minimum of 30 minutes in small groups. Prescribe intensive, explicit, systematic, and multisensory reading interventions that address the reading deficiency.  Continue with core instruction and daily whole group to small group differentiated workshop time.	
Spring Benchmark: April 20, 2020-May 15, 2020				

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			<p>*Modifications to pacing and group size will be made for students who fail to make adequate progress.</p> <p>**The student will be identified as having a Substantial Reading Deficiency (SRD).</p> <ul style="list-style-type: none"> <li>• An SRD letter will be sent home to the parent/guardian of the child and an Individualized Progress Monitoring Plan (IPMP) will be prepared if no IEP exists.</li> <li>• Copies of all SRD paperwork will be kept with the student's cumulative records in the designated orange folder.</li> <li>• All students who have been identified as having an SRD will be recorded in our Student Information System (FOCUS) as participating in Tier 2 and Tier 3 intensive interventions.</li> </ul>	
STAR	<p>STAR Benchmark: Initial, Fall, Winter, and End of Year</p> <p>Initial: August 19, 2019- September 13, 2019</p>	25 <sup>th</sup> percentile and above	Continue with core instruction and daily whole group to small group differentiated workshop time.	<ul style="list-style-type: none"> <li>• McGraw-Hill Wonders</li> </ul> <p>Interventions may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Early Interventions in Reading</li> <li>• Reading Mastery</li> <li>• Seeing Stars (Multisensory)</li> <li>• Read Naturally</li> </ul>
		11 <sup>th</sup> -24 <sup>th</sup> percentile	<p>Continue with core instruction and daily whole group to small group differentiated workshop time.</p> <p>Provide targeted and prescriptive Tier 2 interventions a minimum of three days a week for 30 minutes in small groups.</p>	

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	Fall: October 7, 2019-October 18, 2019		Prescribe explicit, systematic, and multisensory reading interventions that address the reading deficiency.	<ul style="list-style-type: none"> <li>• Six Minute Solution</li> <li>• Great Leaps</li> <li>• REWARDS</li> <li>• Talkies (Multisensory)</li> <li>• ReadWorks</li> <li>• The Road to Reading</li> <li>• Computer Adaptive Technology, as needed</li> </ul> <p>*See Leon County Schools' ELA Instructional Pathways Chart for additional information.</p>
	Winter: January 7, 2020-January 31, 2020	10 <sup>th</sup> percentile and below	<p>Continue with core instruction and daily whole group to small group differentiated workshop time.</p> <p>Provide intensive Tier 2 and Tier 3 reading interventions that are targeted and prescriptive five days a week for a minimum of 30 minutes in small groups. Prescribe intensive, explicit, systematic, and multisensory reading interventions that address the reading deficiency.</p> <p>Continue with core instruction and daily whole group to small group differentiated workshop time.</p> <p>*Modifications to pacing and group size will be made for students who fail to make adequate progress.</p> <p>**The student will be identified as having a Substantial Reading Deficiency (SRD).</p> <ul style="list-style-type: none"> <li>• An SRD letter will be sent home to the parent/guardian of the child and an Individualized Progress Monitoring Plan (IPMP) will be prepared if no IEP exists.</li> <li>• Copies of all SRD paperwork will be kept with the student's cumulative records in the designated orange folder.</li> </ul>	
	End of Year: April 20, 2020-May 15, 2020			

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			<p>All students who have been identified as having an SRD will be recorded in our Student Information System (FOCUS) as participating in Tier 2 and Tier 3 intensive interventions.</p>	
<p>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. If a student scores at or below the 10<sup>th</sup> percentile on the STAR and/or identified aimswebPlus benchmarks, a detailed letter will be sent home notifying the family of the substantial deficiency in the area of reading.</p>				
<p><i>This document is meant to provide flexible guidelines for use in determining the best instructional provisions for your students. Additional considerations may need to be made to determine appropriate interventions, such as chronic absenteeism, ESE status, and the level of English proficiency.</i></p>				

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### 3<sup>rd</sup> 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	25 <sup>th</sup> percentile and above	Continue with core instruction and daily whole group to small group differentiated workshop time.	<ul style="list-style-type: none"> <li>• McGraw-Hill Wonders</li> </ul> <p>Interventions may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Reading Mastery</li> <li>• Read Naturally</li> <li>• Six Minute Solution</li> <li>• Great Leaps</li> <li>• REWARDS</li> <li>• Corrective Reading</li> <li>• Language for Learning</li> <li>• Corrective Reading-Comprehension Skills</li> <li>• Ready</li> <li>• Junior Great Books</li> <li>• ReadWorks</li> <li>• CommonLit</li> <li>• Visualizing and Verbalizing (Multisensory)</li> <li>• The Road to Reading</li> <li>• Computer Adaptive Technology, as needed</li> </ul> <p>*See Leon County Schools' ELA Instructional Pathways Chart for additional information.</p>
	Fall Benchmark: August 19, 2019-September 13, 2019	11 <sup>th</sup> -24 <sup>th</sup> percentile	Continue with core instruction and daily whole group to small group differentiated workshop time.  Provide targeted and prescriptive Tier 2 interventions a minimum of three days a week for 30 minutes in small groups. Prescribe explicit, systematic, and multisensory reading interventions that address the reading deficiency.	
	Winter Benchmark: January 7, 2020-January 31, 2020	10 <sup>th</sup> percentile and below	Continue with core instruction and daily whole group to small group differentiated workshop time.  Provide intensive Tier 2 and Tier 3 reading interventions that are targeted and prescriptive five days a week for a minimum of 30 minutes in small groups. Prescribe intensive, explicit, systematic, and multisensory reading interventions that address the reading deficiency.  Continue with core instruction and daily whole group to small group differentiated workshop time.	
	Spring Benchmark: April 20, 2020-May 15, 2020			

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			<p>*Modifications to pacing and group size will be made for students who fail to make adequate progress.</p> <p>**The student will be identified as having a Substantial Reading Deficiency (SRD).</p> <ul style="list-style-type: none"> <li>• An SRD letter will be sent home to the parent/guardian of the child and an Individualized Progress Monitoring Plan (IPMP) will be prepared if no IEP exists.</li> <li>• Copies of all SRD paperwork will be kept with the student's cumulative records in the designated orange folder.</li> <li>• All students who have been identified as having an SRD will be recorded in our Student Information System (FOCUS) as participating in Tier 2 and Tier 3 intensive interventions.</li> </ul>	
STAR	STAR Benchmark: Initial, Fall, Winter, and End of Year  Initial: August 19, 2019-September 13, 2019	25 <sup>th</sup> percentile and above	Continue with core instruction and daily whole group to small group differentiated workshop time.	<ul style="list-style-type: none"> <li>• McGraw-Hill Wonders</li> </ul> <p>Interventions may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Reading Mastery</li> <li>• Read Naturally</li> <li>• Six Minute Solution</li> <li>• Great Leaps</li> <li>• REWARDS</li> <li>• Corrective Reading</li> </ul>
		11 <sup>th</sup> -24 <sup>th</sup> percentile	<p>Continue with core instruction and daily whole group to small group differentiated workshop time.</p> <p>Provide targeted and prescriptive Tier 2 interventions a minimum of three days a week for 30 minutes in small groups. Prescribe explicit, systematic, and</p>	

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	<p>Fall: October 7, 2019-October 18, 2019</p> <p>Winter: January 7, 2020-January 31, 2020</p> <p>End of Year: April 20, 2020-May 15, 2020</p>	<p>10<sup>th</sup> percentile and below</p>	<p>multisensory reading interventions that address the reading deficiency.</p> <hr/> <p>Continue with core instruction and daily whole group to small group differentiated workshop time.</p> <p>Provide intensive Tier 2 and Tier 3 reading interventions that are targeted and prescriptive five days a week for a minimum of 30 minutes in small groups. Prescribe intensive, explicit, systematic, and multisensory reading interventions that address the reading deficiency.</p> <p>Continue with core instruction and daily whole group to small group differentiated workshop time.</p> <p>*Modifications to pacing and group size will be made for students who fail to make adequate progress.</p> <p>**The student will be identified as having a Substantial Reading Deficiency (SRD).</p> <ul style="list-style-type: none"> <li>• An SRD letter will be sent home to the parent/guardian of the child and an Individualized Progress Monitoring Plan (IPMP) will be prepared if no IEP exists.</li> <li>• Copies of all SRD paperwork will be kept with the student's cumulative records in the designated orange folder.</li> </ul> <p>All students who have been identified as having an SRD will be recorded in our Student Information System (FOCUS) as participating in Tier 2 and Tier 3 intensive interventions.</p>	<ul style="list-style-type: none"> <li>• Language for Learning</li> <li>• Corrective Reading-Comprehension Skills</li> <li>• Ready</li> <li>• Junior Great Books</li> <li>• ReadWorks</li> <li>• CommonLit</li> <li>• Visualizing and Verbalizing (Multisensory)</li> <li>• The Road to Reading</li> <li>• Computer Adaptive Technology, as needed</li> </ul> <p>*See Leon County Schools' ELA Instructional Pathways Chart for additional information.</p>
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<p>Florida Standards Assessment (FSA)</p>	<p>FSA data from previous school year (if applicable)</p>	<p>Level 1</p>	<p>Continue with core instruction and daily whole group to small group differentiated workshop time.</p> <p>Provide intensive Tier 2 and Tier 3 reading interventions that are targeted and prescriptive five days a week for a minimum of 30 minutes in small groups. Prescribe intensive, explicit, systematic, and multisensory reading interventions that address the reading deficiency.</p> <p>Continue with core instruction and daily whole group to small group differentiated workshop time.</p> <p>*Modifications to pacing and group size will be made for students who fail to make adequate progress.</p> <p>**The student will be identified as having a Substantial Reading Deficiency (SRD).</p> <ul style="list-style-type: none"> <li>• An SRD letter will be sent home to the parent/guardian of the child and an Individualized Progress Monitoring Plan (IPMP) will be prepared if no IEP exists.</li> <li>• Copies of all SRD paperwork will be kept with the student's cumulative records in the designated orange folder.</li> </ul> <p>All students who have been identified as having an SRD will be recorded in our Student Information System (FOCUS) as participating in Tier 2 and Tier 3 intensive interventions.</p>	<ul style="list-style-type: none"> <li>• McGraw-Hill Wonders</li> </ul> <p>Interventions may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Reading Mastery</li> <li>• Read Naturally</li> <li>• Six Minute Solution</li> <li>• Great Leaps</li> <li>• REWARDS</li> <li>• Corrective Reading</li> <li>• Language for Learning</li> <li>• Corrective Reading-Comprehension Skills</li> <li>• Ready</li> <li>• Junior Great Books</li> <li>• ReadWorks</li> <li>• CommonLit</li> <li>• Visualizing and Verbalizing (Multisensory)</li> <li>• The Road to Reading</li> <li>• Computer Adaptive Technology, as needed</li> </ul> <p>*See Leon County Schools' ELA Instructional Pathways Chart for additional information.</p>
<p>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. If a student scores a Level 1 on the Florida Standards Assessment from the previous</p>				

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year a detailed letter will be sent home notifying the family of the substantial deficiency in the area of reading. If a student scores at or below the 10<sup>th</sup> percentile on the STAR and/or identified aimswebPlus benchmarks, a detailed letter will be sent home notifying the family of the substantial deficiency in the area of reading.

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### 4<sup>th</sup>-5<sup>th</sup> 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	25 <sup>th</sup> percentile and above	Continue with core instruction and daily whole group to small group differentiated workshop time.	<ul style="list-style-type: none"> <li>• McGraw-Hill Wonders</li> </ul> <p>Interventions may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Reading Mastery</li> <li>• Read Naturally</li> <li>• Six Minute Solution</li> <li>• Great Leaps</li> <li>• REWARDS</li> <li>• Corrective Reading</li> <li>• Language for Learning</li> <li>• Corrective Reading-Comprehension Skills</li> <li>• Ready</li> <li>• Junior Great Books</li> <li>• ReadWorks</li> <li>• CommonLit</li> <li>• Visualizing and Verbalizing (Multisensory)</li> <li>• The Road to Reading</li> <li>• Computer Adaptive Technology, as needed</li> </ul> <p>*See Leon County Schools' ELA Instructional Pathways Chart for additional information.</p>
	Fall Benchmark: August 19, 2019-September 13, 2019	11 <sup>th</sup> -24 <sup>th</sup> percentile	Continue with core instruction and daily whole group to small group differentiated workshop time.  Provide targeted and prescriptive Tier 2 interventions a minimum of three days a week for 30 minutes in small groups. Prescribe explicit, systematic, and multisensory reading interventions that address the reading deficiency.	
	Winter Benchmark: January 7, 2020-January 31, 2020	10 <sup>th</sup> percentile and below	Continue with core instruction and daily whole group to small group differentiated workshop time.  Provide intensive Tier 2 and Tier 3 reading interventions that are targeted and prescriptive five days a week for a minimum of 30 minutes in small groups. Prescribe intensive, explicit, systematic, and multisensory reading interventions that address the reading deficiency.  Continue with core instruction and daily whole group to small group differentiated workshop time.	
Spring Benchmark: April 20, 2020-May 15, 2020				

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			<p>*Modifications to pacing and group size will be made for students who fail to make adequate progress.</p> <p>**The student will be identified as having a Substantial Reading Deficiency (SRD).</p> <ul style="list-style-type: none"> <li>• An SRD letter will be sent home to the parent/guardian of the child and an Individualized Progress Monitoring Plan (IPMP) will be prepared if no IEP exists.</li> <li>• Copies of all SRD paperwork will be kept with the student's cumulative records in the designated orange folder.</li> <li>• All students who have been identified as having an SRD will be recorded in our Student Information System (FOCUS) as participating in Tier 2 and Tier 3 intensive interventions.</li> </ul>	
STAR	<p>STAR Benchmark: Initial, Fall, Winter, and End of Year</p> <p>Initial: August 19, 2019- September 13, 2019</p>	25 <sup>th</sup> percentile and above	Continue with core instruction and daily whole group to small group differentiated workshop time.	<ul style="list-style-type: none"> <li>• McGraw-Hill Wonders</li> </ul> <p>Interventions may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Reading Mastery</li> <li>• Read Naturally</li> <li>• Six Minute Solution</li> <li>• Great Leaps</li> <li>• REWARDS</li> <li>• Corrective Reading</li> </ul>
		11 <sup>th</sup> -24 <sup>th</sup> percentile	<p>Continue with core instruction and daily whole group to small group differentiated workshop time.</p> <p>Provide targeted and prescriptive Tier 2 interventions a minimum of three days a week for 30 minutes in small groups. Prescribe explicit, systematic, and</p>	

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	<p>Fall: October 7, 2019-October 18, 2019</p> <p>Winter: January 7, 2020-January 31, 2020</p> <p>End of Year: April 20, 2020-May 15, 2020</p>	<p>10<sup>th</sup> percentile and below</p>	<p>multisensory reading interventions that address the reading deficiency.</p> <p>Continue with core instruction and daily whole group to small group differentiated workshop time.</p> <p>Provide intensive Tier 2 and Tier 3 reading interventions that are targeted and prescriptive five days a week for a minimum of 30 minutes in small groups. Prescribe intensive, explicit, systematic, and multisensory reading interventions that address the reading deficiency.</p> <p>Continue with core instruction and daily whole group to small group differentiated workshop time.</p> <p>*Modifications to pacing and group size will be made for students who fail to make adequate progress.</p> <p>**The student will be identified as having a Substantial Reading Deficiency (SRD).</p> <ul style="list-style-type: none"> <li>• An SRD letter will be sent home to the parent/guardian of the child and an Individualized Progress Monitoring Plan (IPMP) will be prepared if no IEP exists.</li> <li>• Copies of all SRD paperwork will be kept with the student’s cumulative records in the designated orange folder.</li> </ul> <p>All students who have been identified as having an SRD will be recorded in our Student Information System (FOCUS) as</p>	<ul style="list-style-type: none"> <li>• Language for Learning</li> <li>• Corrective Reading-Comprehension Skills</li> <li>• Ready</li> <li>• Junior Great Books</li> <li>• ReadWorks</li> <li>• CommonLit</li> <li>• Visualizing and Verbalizing (Multisensory)</li> <li>• The Road to Reading</li> <li>• Computer Adaptive Technology, as needed</li> </ul> <p>*See Leon County Schools’ ELA Instructional Pathways Chart for additional information.</p>
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			participating in Tier 2 and Tier 3 intensive interventions.	
Florida Standards Assessment (FSA)	FSA data from previous school year (if applicable)	Level 1	<p>Continue with core instruction and daily whole group to small group differentiated workshop time.</p> <p>Provide intensive Tier 2 and Tier 3 reading interventions that are targeted and prescriptive five days a week for a minimum of 30 minutes in small groups. Prescribe intensive, explicit, systematic, and multisensory reading interventions that address the reading deficiency.</p> <p>Continue with core instruction and daily whole group to small group differentiated workshop time.</p> <p>*Modifications to pacing and group size will be made for students who fail to make adequate progress.</p> <p>**The student will be identified as having a Substantial Reading Deficiency (SRD).</p> <ul style="list-style-type: none"> <li>• An SRD letter will be sent home to the parent/guardian of the child and an Individualized Progress Monitoring Plan (IPMP) will be prepared if no IEP exists.</li> <li>• Copies of all SRD paperwork will be kept with the student’s cumulative records in the designated orange folder.</li> </ul> <p>All students who have been identified as having an SRD will be recorded in our Student Information System (FOCUS) as</p>	<ul style="list-style-type: none"> <li>• McGraw-Hill Wonders</li> </ul> <p>Interventions may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Reading Mastery</li> <li>• Read Naturally</li> <li>• Six Minute Solution</li> <li>• Great Leaps</li> <li>• REWARDS</li> <li>• Corrective Reading</li> <li>• Language for Learning</li> <li>• Corrective Reading-Comprehension Skills</li> <li>• Ready</li> <li>• Junior Great Books</li> <li>• ReadWorks</li> <li>• CommonLit</li> <li>• Visualizing and Verbalizing (Multisensory)</li> <li>• The Road to Reading</li> <li>• Computer Adaptive Technology, as needed</li> </ul> <p>*See Leon County Schools’ ELA Instructional Pathways Chart for additional information.</p>

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			participating in Tier 2 and Tier 3 intensive interventions.	
<p>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. If a student scores a Level 1 on the Florida Standards Assessment from the previous year a detailed letter will be sent home notifying the family of the substantial deficiency in the area of reading. If a student scores at or below the 10<sup>th</sup> percentile on the STAR and/or identified aimswebPlus benchmarks, a detailed letter will be sent home notifying the family of the substantial deficiency in the area of reading.</p>				
<p><i>This document is meant to provide flexible guidelines for use in determining the best instructional provisions for your students. Additional considerations may need to be made to determine appropriate interventions, such as chronic absenteeism, ESE status, and the level of English proficiency.</i></p>				

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Intervention	Description
<b>CommonLit (Grades 3-5)</b>	Instructional materials to support literacy development for students in grades 5-12.
<b>Florida Ready</b>	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.
<b>Great Leaps</b>	Instructional program to increase fluency and early literacy skills.
<b>Junior Great Books</b>	Great Books fiction and nonfiction programs for grades K–12 help students boost reading comprehension, critical thinking, speaking and listening, and writing skills.
<b>K-Pals</b>	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.
<b>LiPS (Lindamood Phoneme Sequencing)</b>	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.
<b>Read Naturally</b>	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.
<b>ReadWorks</b>	Leveled reading passages, detailed lesson plans, and thorough comprehension activities.
<b>REWARDS</b>	6-week course of instruction centered on daily lessons of 50-60 minutes to support fluency, comprehension, and academic vocabulary.
<b>Seeing Stars (Lindamood- Bell)</b>	Program that provides automaticity of symbol imagery to support reading fluency and spelling.
<b>Six Minute Solution</b>	Reading fluency program through repeated readings of one-minute non-fiction passages.
<b>Sound Partners</b>	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.
<b>SPELL-Links</b>	A systematic way of learning, practicing and applying knowledge of sounds, letters, and word meanings to read and spell.

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<b>SRA Corrective Reading</b>	Designed to promote reading accuracy (decoding), fluency, and comprehension skills of students in grade 3 or higher who are reading below their grade level.
<b>SRA Corrective Reading-Comprehension</b>	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.
<b>SRA Early Interventions in Reading</b>	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.
<b>SRA Language for Learning</b>	With Language for Learning, children acquire the words, concepts, and statements important for oral instruction and written language.
<b>SRA Phonemic Awareness</b>	SRA Phonemic Awareness is a complete program for developing phonological and phonemic awareness.
<b>SRA Reading Mastery</b>	A basal reading program that uses the Direct Instruction method to help students master essential decoding and comprehension skills.
<b>Talkies (Lindamood-Bell)</b>	Talkies is a program for Oral Language Comprehension and Expression development, to support the imagery- language connection.
<b>The Road to Reading (Primary Concepts)</b>	Reading Intervention for grades K-5 to help struggling learners master key literacy objectives.
<b>Visualizing and Verbalizing (Lindamood-Bell)</b>	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.

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

Progress Monitoring Assessment		Frequency	If	Then	Programs /Materials/Strategies
FSA ELA Score Levels 3-5	District-Developed Standards-Based Assessments	Quarterly	Student scores above 25 <sup>th</sup> percentile according to district results	Provide on grade level, Tier I 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.	<ul style="list-style-type: none"> <li>• HMH <i>Collections</i></li> <li>• Novels</li> <li>• Thematic units including literary and nonfiction text</li> <li>• The DBQ Project</li> <li>• Textbooks and grade level content in science and social studies classes</li> </ul>
			Student falls below 25 <sup>th</sup> percentile according to district results	Use learning progressions and aligned formative assessment measures to determine strengths and weaknesses. Address active reading strategies using the HMH <i>Collections</i> Close Readers. Differentiate lessons to provide necessary reteaching and/or support.	<ul style="list-style-type: none"> <li>• <a href="#">LCS Learning Progressions for ELA</a></li> <li>• HMH <i>Collections</i> &amp; Close Reader</li> <li>• CommonLit</li> <li>• Achieve the Core <a href="#">Mini-Assessments</a> and <a href="#">Close Reading Lessons</a></li> <li>• The DBQ Project</li> <li>• Textbooks and grade level content in science and social studies classes</li> </ul>
FSA ELA Score Level 2	Achieve3000  <i>*Alternative Options:</i> • STAR • iReady	Initial LevelSet within first 20 days  Progress Monitoring Monthly	Lexile level is at or above the indicated measures: <ul style="list-style-type: none"> <li>• 6<sup>th</sup> grade – 730L</li> <li>• 7<sup>th</sup> grade – 810L</li> <li>• 8<sup>th</sup> grade – 860L</li> </ul> <i>*For iReady or STAR, use Lexile concordant or 26<sup>th</sup> percentile or above.</i>	Provide on grade level, Tier I 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.	<ul style="list-style-type: none"> <li>• <a href="#">LCS Learning Progressions for ELA</a></li> <li>• HMH <i>Collections</i> &amp; Close Reader</li> <li>• Novels</li> <li>• Thematic units including literary and nonfiction text</li> <li>• The DBQ Project</li> <li>• Textbooks and grade level content in science and social studies classes</li> </ul>
			Lexile level is at or below the indicated measures: <ul style="list-style-type: none"> <li>• 6<sup>th</sup> grade – 725L</li> <li>• 7<sup>th</sup> grade – 805L</li> <li>• 8<sup>th</sup> grade – 855L</li> </ul> <i>*For iReady or STAR, use Lexile concordant or 25<sup>th</sup> percentile or below.</i>	In addition to Tier I instruction, provide Tier II intervention that focuses on explicit vocabulary instruction, direct and explicit comprehension strategy instruction, opportunities for extended discussion of text meaning and interpretation, and strategies for increasing student motivation and engagement in literacy learning. Tier II intervention may be provided in a language arts, content area, or reading class. Document student is receiving Tier II intervention in FOCUS.	<ul style="list-style-type: none"> <li>• <a href="#">LCS Learning Progressions for ELA</a></li> <li>• HMH <i>Collections</i> &amp; Close Reader</li> <li>• CommonLit (<i>if used as monthly progress monitoring, results should be recorded in Unify</i>)</li> <li>• Achieve the Core <a href="#">Mini-Assessments</a> and <a href="#">Close Reading Lessons</a></li> <li>• The DBQ Project</li> <li>• Textbooks and grade level content in science and social studies classes</li> <li>• SIM Strategies</li> <li>• The Reading Apprenticeship Framework</li> </ul>





## Leon County Schools 2019-2020 Assessment/Curriculum Decision Tree for Grades 9 & 10

Progress Monitoring Assessment		Frequency	If	Then	Programs /Materials/Strategies
FSA ELA Score Levels 4-5	CommonLit Interim Assessments	3 Times Per Year	Student meets or exceeds proficiency	Provide Tier I instruction that includes high-level reasoning skills, vocabulary, and reading comprehension strategies needed to meet and exceed grade-level standards. Focus on analysis of complex texts. Differentiate lessons to provide acceleration and enrichment for advanced readers.	<ul style="list-style-type: none"> <li>• HMH <i>Collections</i></li> <li>• Novels</li> <li>• Thematic units including literary and nonfiction texts</li> <li>• CommonLit</li> <li>• The DBQ Project</li> <li>• Textbooks and grade level content in science and social studies classes</li> </ul>
			Student falls below proficiency	Provide Tier I instruction that includes vocabulary, comprehension, and analysis of complex grade-level texts. Address active reading strategies that are specific to the text type and discipline. Differentiate lessons to motivate and challenge students to excel beyond the grade-level expectations.	<ul style="list-style-type: none"> <li>• <a href="#">LCS Learning Progressions for ELA</a></li> <li>• HMH <i>Collections</i></li> <li>• HMH Collections Close Reader</li> <li>• Novels</li> <li>• Thematic units including literary and nonfiction texts</li> <li>• CommonLit</li> <li>• The DBQ Project</li> <li>• Achieve the Core <a href="#">Mini-Assessments</a> and <a href="#">Close Reading Lessons</a></li> <li>• Textbooks and grade level content in science and social studies classes</li> </ul>
FSA ELA Score Level 3	CommonLit Interim Assessments	3 Times Per Year	Student meets or exceeds proficiency	Provide Tier I instruction that includes vocabulary, comprehension, and analysis of complex grade-level texts. Address active reading strategies that are specific to the text type and discipline. Differentiate lessons to motivate and challenge students to excel beyond the grade-level expectations.	<ul style="list-style-type: none"> <li>• <a href="#">LCS Learning Progressions for ELA</a></li> <li>• HMH <i>Collections</i></li> <li>• HMH Collections Close Reader</li> <li>• Novels</li> <li>• Thematic units including literary and nonfiction texts</li> <li>• CommonLit</li> <li>• The DBQ Project</li> <li>• Achieve the Core <a href="#">Mini-Assessments</a> and <a href="#">Close Reading Lessons</a></li> <li>• Textbooks and grade level content in science and social studies classes</li> </ul>
	CommonLit Formative Assessments	Monthly	Student falls below proficiency	Provide Tier I instruction as well as small-group differentiation based on standards-mastery on CommonLit assessments. Expose students to a variety of discipline-specific texts and strategies appropriate for each content area. Monitor progress monthly and reevaluate intervention or instruction as needed.	<ul style="list-style-type: none"> <li>• <a href="#">LCS Learning Progressions for ELA</a></li> <li>• HMH <i>Collections</i></li> <li>• HMH Collections Close Reader</li> <li>• Novels</li> <li>• Thematic units including literary and nonfiction texts</li> <li>• CommonLit</li> <li>• The DBQ Project</li> <li>• Achieve the Core <a href="#">Mini-Assessments</a> and <a href="#">Close Reading Lessons</a></li> <li>• Textbooks and grade level content in science and social studies classes</li> </ul>

FSA ELA Score Level 2	STAR	Monthly	Student scores above 25 <sup>th</sup> percentile for his/her grade level	Provide Tier I instruction as well as small-group differentiation based on STAR Instructional Planning Reports and CommonLit standards-mastery data. Use LCS Learning Progressions to scaffold instruction and ensure students meet the rigor of the standard. Expose students to a variety of discipline-specific, complex texts and explicit instruction in word learning and comprehension strategies appropriate for each content area. Monitor progress monthly and reevaluate intervention or instruction as needed.	<ul style="list-style-type: none"> <li>• <a href="#">LCS Learning Progressions for ELA</a></li> <li>• HMH <i>Collections</i></li> <li>• HMH Collections Close Reader</li> <li>• Novels</li> <li>• Thematic units including literary and nonfiction texts</li> <li>• CommonLit</li> <li>• ReadWorks</li> <li>• The DBQ Project</li> <li>• Achieve the Core <a href="#">Mini-Assessments</a> and <a href="#">Close Reading Lessons</a></li> <li>• Textbooks and grade level content in science and social studies classes</li> </ul>
			Student scores below 25 <sup>th</sup> percentile for his/her grade level	In addition to Tier I instruction, use multiple data sources to provide targeted Tier II intervention that focuses on explicit vocabulary instruction, direct and explicit comprehension strategy instruction, opportunities for extended discussion of text meaning and interpretation, and strategies for increasing student motivation and engagement in literacy learning. Build relevant background knowledge using high-quality texts and curriculum closely aligned to the language arts and content area standards. Foster student ownership of literacy data and collaboratively determine goals for growth. Document student is receiving Tier II intervention in FOCUS.	<ul style="list-style-type: none"> <li>• <a href="#">LCS Learning Progressions for ELA</a></li> <li>• HMH <i>Collections</i> Close Reader</li> <li>• CommonLit</li> <li>• ReadWorks</li> <li>• Achieve the Core <a href="#">Mini-Assessments</a> and <a href="#">Close Reading Lessons</a></li> <li>• Reading Apprenticeship Strategies</li> <li>• NY Times Upfront</li> <li>• The DBQ Project</li> <li>• Textbooks and grade level content in science and social studies classes</li> </ul>

	Progress Monitoring Assessment	Frequency	If	Then	Programs /Materials/Strategies
FSA ELA Score Level 1	STAR	Monthly	Student scores above 25 <sup>th</sup> percentile for his/her grade level	Use historical FSA and other data as well as teacher recommendation to determine the student’s needs beyond Tier I instruction. Monitor progress monthly and reevaluate intervention or instruction as needed.	<ul style="list-style-type: none"> <li>• <a href="#">LCS Learning Progressions for ELA</a></li> <li>• HMH <i>Collections</i> &amp; Close Reader</li> <li>• Novels</li> <li>• Thematic units including literary and nonfiction texts</li> <li>• CommonLit</li> <li>• ReadWorks</li> <li>• The DBQ Project</li> <li>• Achieve the Core <a href="#">Mini-Assessments</a> and <a href="#">Close Reading Lessons</a></li> <li>• Textbooks and grade level content in science and social studies classes</li> </ul>
			Student’s score falls within 11 <sup>th</sup> and 25 <sup>th</sup> percentiles.	In addition to Tier I instruction, use multiple data sources to provide targeted Tier II intervention that focuses on explicit vocabulary instruction, direct and explicit comprehension strategy instruction, opportunities for extended discussion of text meaning and interpretation, and strategies for increasing student motivation and engagement in literacy learning. Build relevant background knowledge using high-quality texts and curriculum closely aligned to the language arts and content area standards. Foster student ownership of literacy data and collaboratively determine goals for growth. Document student is receiving Tier II intervention in FOCUS.	<ul style="list-style-type: none"> <li>• <a href="#">LCS Learning Progressions for ELA</a></li> <li>• HMH <i>Collections</i> &amp; Close Reader</li> <li>• CommonLit</li> <li>• ReadWorks</li> <li>• Achieve the Core <a href="#">Mini-Assessments</a> and <a href="#">Close Reading Lessons</a></li> <li>• Reading Apprenticeship Strategies</li> <li>• NY Times Upfront</li> <li>• Scholastic Choices</li> <li>• EPS Instructional Coach</li> <li>• The DBQ Project</li> <li>• Textbooks and grade level content in science and social studies classes</li> </ul>
			Student scores at or below the 10 <sup>th</sup> percentile for his/her grade level.	Administer DAR-2 to determine specific deficiencies in reading. In addition to Tier I and II instruction, provide Tier III interventions that are delivered through an intensive reading, intensive language arts, or content area reading class. Provide evidence-based, explicit, systematic, and multisensory reading intervention in strategies to develop the necessary phonemic awareness, phonics, fluency, vocabulary, and comprehension skills. Provide small-group or individual intervention at least once a week and monitor progress on a bi-weekly basis. Provide 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 notetaking. Document student is receiving Tier III interventions in FOCUS.	<ul style="list-style-type: none"> <li>• DAR-2</li> <li>• Multisyllabic Word Reading Strategies from REWARDS Secondary</li> <li>• Reading Strengths Training</li> <li>• Great Leaps</li> <li>• Reading Apprenticeship Word Learning Strategies</li> <li>• SIM Strategies</li> <li>• Power Up What Works <a href="#">Word Analysis Strategies</a></li> <li>• Achieve the Core <a href="#">Fluency Resources</a></li> <li>• Expeditionary Learning <a href="#">Fluency Instruction Routine</a> (pp. 27-45)</li> </ul>

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## APPENDIX C

### **2019-2020 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 2019-2020 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:** Shane Syfrett
- 3. Contact phone number:** 850.487.7837
- 4. Contact email:** [syfretts@leonschools.net](mailto:syfretts@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 an 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.

The following programs were used and supported by the district in 2018-2019, and were proven to accelerate student progress. They include Lindamood-Bell Visualizing and Verbalizing, Lindamood-Bell Seeing Stars, SRA McGraw-Hill Corrective Reading, Florida Ready, SRA McGraw-Hill Reading Mastery, and SRA McGraw-Hill Early Interventions in Reading. 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.

In review of our iReady data, a research-based program to accelerate reading and provide targeted instruction to improve reading deficiencies, it was determined that schools had positive growth in ELA.

Among all five L300 schools, we saw an overall increase in iReady reading proficiency from 13% to 40%.

The grade specific data is as follows:

Kindergarten- 15% to 62% on or above grade level in reading, a 47% increase

1<sup>st</sup> grade- 6% to 48% on or above grade level in reading, a 42% increase  
2<sup>nd</sup> grade- 13% to 36% on or above grade level in reading, a 23% increase  
3<sup>rd</sup> grade- 18% to 36% on or above grade level in reading, an 18% increase  
4<sup>th</sup> grade- 12% to 23% on or above grade level in reading, an 11% increase  
5<sup>th</sup> grade- 14% to 23% on or above grade level in reading, a 9% increase

During the 2019-2020 school year, ongoing progress monitoring and/or teacher observations through aimswebPlus, iReady, STAR reading, and specific interventions such as McGraw-Hill Corrective Reading, Early Interventions in Reading, Reading Mastery, Lindamood-Bell Visualizing and Verbalizing, Lindamood-Bell Seeing Stars, Florida Ready, etc. 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 includes 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. These materials include, but are not limited to Lindamood-Bell Visualizing and Verbalizing, Lindamood-Bell Seeing Stars, SRA McGraw-Hill Corrective Reading, Florida Ready, SRA McGraw-Hill Reading Mastery, and SRA McGraw-Hill Early Interventions in Reading. 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 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 includes 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 to identify text and opportunities for text discussions, and writing in response to reading. These activities include, but are not limited to, locating text within subject-specific textbooks, supplemental text using ReadWorks, NewsELA, CommonLit, and various other resources such as magazine articles, newspaper articles, and academic articles. Using these resources, students will be able to read texts that support discussions, acquire subject knowledge, and write in response to reading. These activities will help to ensure that students are making connections to what is read and what is taught in social studies, science, and mathematics. This process will be monitored 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.