Madison 2018-19 K-12 Comprehensive Research-Based Reading Plan

Contact Information

The district contact should be the person ultimately responsible for the plan. This person will be FDOE's contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district.

District Contact: Robin Hill
Contact Email: robin.hill@madison.k12.fl.us
Contact Telephone: 850-973-1552

District-Level Leadership

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

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

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	56	58
District Overall FSA-ELA	34	*	40	*	45	41	48

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	55	59
District Gains FSA-ELA	37	*	46	*	49	44	50

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	25	21
White/Hispanic	15	*	16	*	14	12	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	22	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	32	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	25	20

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	34	*	37	*	33	28	23
White/Hispanic	13	*	12	*	14	11	9
Economically Disadvantaged/Non-Economically Disadvantaged	23	*	21	*	27	19	15
Students with Disabilities/Students without Disabilities	26	*	23	*	32	22	17
English Language Learners/ Non-English Language Learners	9	*	8	*	11	7	6

* 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 are expected to impact achievement in reading by:
1. Providing quality professional development that will enable teachers across all curriculum areas to integrate literacy instruction into their content areas
2. Providing interim progress monitoring assessments which will allow teachers to make informed instructional decisions based on data.
3. Providing embedded professional development by a qualified reading coach.

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

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

      The District Coordinator of Accountability collects and monitors progress from each school. That data is then turned over to the superintendent to review. The District Coordinator also brings the most current data to monthly District /School Leadership meetings and leads problem solving discussions.

   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.**

      All K to 8 students partipate in quarterly progress monitoring using iReady. Grades 9-12 will use Achieve3000 lexile reports to monitor progress. The level set assessment is given at the beginning of the year as the baseline. A midyear and end of year assessment allows the district/school to monitor growth.

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

      iReady – Quarterly / Achieve3000 – 3 times

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

   The Coordinator of ESE and Student Services monitors the fidelity of each school's MTSS implementation. Each month the District CSI (Curriculum, Student Services, and Improvement) Team reviews MTSS data with each school leadership team.

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

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

      The Coordinator of Curriculum & PD works with school leaders to annually review/revise curriculum maps based on standards. In addition, school leaders bring sample lesson plans to monthly CSI meetings where they are reviewed for standard documentation and levels of rigor.

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

      Curriculum maps, Sample lesson plans, and walkthrough data

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

Curriculum Maps – Annually
Sample Lesson Plans – Monthly
District Walkthroughs - Quarterly

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

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

   The Coordinator of Curriculum works with school leaders and media specialists to make sure each school had access to a variety of print and digital informational text.

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

   Each school site is allocated funds for print as well as online media materials and for classroom library materials. Madison County is a one-to-one district so that all students can engage with digital text.

7. **In regard to Universal Design for Learning (UDL), please address the following:**

   A. Who at the district level will ensure that the all classroom instruction is accessible to the full range of learners using UDL principles?

   Coordinator of ESE and Student Services, Lori Newman

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

   The district will collect Sample lesson plans and support facilitation logs along with conducting quarterly walkthroughs.

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

   Lesson Plans – monthly
   Support Logs – quarterly
   Walkthroughs - quarterly

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

See Appendix A.

Research-Based Reading Instruction Allocation

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

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

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

<u>**Professional Development**</u>

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

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

   The Coordinator of Curriculum & PD is responsible for documenting and entering all professional development into the master inservice plan and tracking system.

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

   $16,000

3. **Within the district professional development system, Section 1012.98 (4)(b)(11), F.S., states the district must provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of Section 1012.585(3)(f), F.S..**

   Who is responsible for ensuring this training is entered into the master inservice plan and is subsequently provided to reading coaches, classroom teachers and school administrators?

   Coordinator of Curriculum and PD

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

   Yes

Reading/Literacy Coaches

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

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

   Reading coach positions are instructional positions. Persons who fill these positions must have a valid State of Florida Professional Certificate, a minimum of five (5) years successful teaching experience in reading and be reading certified or endorsed.

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

   The reading coach for Madison County will work with each elementary school in the district to provide job embedded professional development (Lee Elementary, Pinetta Elementary, Greenville Elementary and Madison County Central School). The coach will be housed at Madison County Central School.

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.**

   Eighty percent of the coach's time will be spent at Madison County Central School, which has been designated as a school in need of improvement by the Florida Departmen of Education. It is the only school in the district with that designation.

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

   a. Elementary:.5
   b. Middle:.5
   c. High:Click here to enter text.

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

   Student data such as iReady Diagnostic Progress Monitoring Assessments, district developed formative assessments, and other program assessments are used to determine the effectiveness of the coach provided professional development. Classroom walkthroughs are also used to review the effectiveness of the pd provided by the reading coach.

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

   $65,000

Supports for Identification and Intervention of Students With Reading Deficiencies

Districts are required to submit Identificationa dn Intervention Decision Trees which can be found in Appendix B.

Please answer the following questions regarding the use of the Research-Based Reading Instruction Allocation in support of the identification and intervention of students with reading deficiencies:

1. **Which schools will be provided reading intervention teachers to provide intensive interventions funded through the Research-Based Reading Instruction Allocation?**

   None. Reading intervention teachers are funded out of Supplemental Academic Instruction Allocation.

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.**

   NA

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

   0

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

   Achieve3000

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

   $63,722

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

   Instructional Materials Allocation, Supplemental Academic Instruction Allocation, and Title I funds.

<u>**Summer Reading Camps**</u>

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:** Paula Kauffman

2. **Email Address:** paula.kauffman@madison.k12.fl.us

3. **Phone Number:** 850-973-5192

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

   Madison County Central School

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

   a. **Start Date:** June 11, 2018
   b. **Which days of the week is SRC offered:** Monday -Thursday
   c. **Number of instructional hours per day in reading:** 5.5 hrs
   d. **End Date:** July 26, 2018
   e. **Total number of instructional hours of reading:** 132 hrs

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.?**

   Certification information, as well as, current and prior year teacher evaluation data will be collected on applicants in order to hire the most highly effective teachers to deliver instruction. We will also consider teacher effectiveness with struggling readers.

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)?**

   Yes, but through other programs

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

   iReady progress monitoring data and portfolio assessments

300 Lowest-Performing Elementary Schools

Section 1011.62(9)(d)(2), F.S., requires school districts that have one or more of the 300 lowest-performing elementary schools, specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading strategies that will be used for the required additional hour of reading instruction.

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools	30,000
District expenditures on reading coaches	65,000
District expenditures on intervention teachers	0
District expenditures on supplemental materials or interventions	63,772
District expenditures on professional development	16,000
District expenditures on summer reading camps	44,000
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorial Spending	Click here to enter text.
Sum of Expenditures	218772
Amount of district research-based reading intruction allocation for 2018-2019	218,772

2018-19 Reading Plan Development Mtg.

Date: April 3rd
Attendees:

Robin Hill, District Coordinator of Curriculum and PD
Lori Newman, District Coordinator of ESE, ELL, and Student Services
Paula Kauffman, Continuous Improvement Coordinator

Topic for Discussion

Reading Plan for 2018-19

A. Goals and Monitoring
   a. Current data
   b. Goals
   c. Progressing Monitoring
   d. Standards Alignment
   e. UDL

B. Allocation
   a. Charter School Share
   b. District Reading Coach
   c. Supplemental Materials and Interventions
   d. PD
   e. Summer Reading Camp

C. Decision Trees Review

Identification of Students with Reading Deficiencies and Intervention Supports

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

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

The charts must contain the following information:

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

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
STAR Early Literacy (K) iReady K-5	August 2018 1 August 2018 2 November 2018 3 February 2019 4 May 2019	**Kindergarten** **Star Early Literacy:** 1. SS of 497-529 **K-5** **Green Success Zone** i-Ready Tier 1/Profile 5 **Grades 3-5** FSA scores level 3-5	**Green Success Zone** • Using the i-Ready Student Diagnostic Report, analyze mastery scores on all Sub-Domains to determine deficit areas. Using the iReady Instructional Planning- Student Report, determine specific skill areas that should be targeted through differentiated instruction. • Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies. • iReady Individualized Instructional Path	**Comprehensive-Core Reading Program:** HMH Journeys **Supplemental Intervention Programs:** Saxon Phonics **Educational Technology:** iReady, Accelerated Reader
		Kindergarten **STAR Early Literacy:** 2. SS of 438-496 **K-5** **Yellow Success Zone** i-Ready Tier 2/Profile 3-4 (up to one year below grade level) **Yellow Success Zone** FSA scores of level 2, grades 3-5	**Yellow Success Zone** • Using the i-Ready Student Diagnostic Report, analyze mastery scores on all Sub-Domains to determine deficit areas. Using the i-Ready Instructional Planning- Student Report, determine specific skill areas that should be targeted through differentiated instruction. • Analyze the student's iReady Reading Diagnostic Student Report that provides estimated Oral Reading Fluency, Instructional reading level and CCSS domain scores to determine areas of weakness and plan targeted differentiated instruction. • Individualized Instructional Path on i-Ready • Student Support Team (including parents) meeting(s) to design intervention plans to better support the learner	**Comprehensive-Core Reading Program:** HMH Journeys **Supplemental Intervention Programs:** Saxon Phonics, iReady Teacher Toolbox Interventions, Read Naturally, FCRR Activities **Educational Technology:** iReady, Accelerated Reader

		STAR Early Literacy	Red Success Zone	Comprehensive-Core Reading Program:
		STAR Early Literacy Kindergarten: 3. SS of 437- and below **K-5 Red Success Zone** i-Ready Tier 3/Profiles 1-2 (one year + below grade level) **3-5 Red Success Zone** FSA-ELA scores of Level 1	**Red Success Zone** - Provide targeted intervention through increased intensity and smaller groups - Using the i-Ready Student Diagnostic Report, analyze mastery scores on all Sub-Domains to determine deficit areas. Using the i-Ready Instructional Planning- Student Report, determine specific skill areas that should be targeted through differentiated instruction. - Individualized Instructional Path on i-Ready - Additional reading diagnostic assessments to further determine deficiencies in student understanding - Student Support Team (including parents) meeting(s) to design intensive intervention plans	**Comprehensive-Core Reading Program:** HMH Journeys **Supplemental Intervention Programs:** Saxon Phonics, iReady Teacher Toolbox Interventions, RAVE-O, Read Naturally, FCRR Activities, **Educational Technology:** iReady, Accelerated Reader, Virtual Reading Coach

Chart D1-Madison

Kindergarten students who score below a scale score of 437 on the STAR Early Literacy Baseline Assessment are identified as having a substantial reading deficiency. Immediately those students are scheduled into targeted small intervention groups for intensive reading instruction. Other reading assessments are available if necessary. In 1st grade students who score below 346 on the iReady Baseline Diagnostic and in 2nd grade students who score below 418 on the iReady Baseline Diagnostic are identified as having a substantial reading deficiency and are immediately scheduled into targeted small group intervention groups. The iReady Diagnostic Report is used to determine specific deficit skills for each student. Third graders who score below a 475 on the iReady Baseline Diagnostic are identified as having a substantial reading deficiency and are also scheduled into targeted small group intensive instruction outside of the reading block.

Depending on the type of intensive interventions needed, small groups of students (3-5) are provided a minimum of 15 minutes daily for the teacher to provide intensive instruction followed by time for students to use and review the skill at another center. However, there are students who are pulled out for intensive intervention for 45 minutes daily using RAVE-O or other appropriate intervention programs. This intervention time is outside of the reading block. Intervention groups are fluid depending on the specific skills the students need. Teachers document the interventions provided along with an assessment to determine if the intervention was effective.

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
iReady 6-8	1 August 2018 2 November 2018 3 February 2019 4 May 2019	**Green Success Zone** i-Ready Tier 1/Profile 5 FSA scores level 3-5	**Green Success Zone** • Using the i-Ready Student Diagnostic Report, analyze mastery scores on all Sub-Domains to determine deficit areas. Using the iReady Instructional Planning-Student Report, determine specific skill areas that should be targeted through differentiated instruction. • Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies. • iReady Individualized Instructional Path	**Comprehensive-Core Reading Program:** Springboard **Supplemental Intervention Programs:** iReady **Educational Technology:** iReady, Accelerated Reader, Achieve3000
		Yellow Success Zone i-Ready Tier 2/Profile 3-4 (up to one year below grade level) FSA scores of level 2	**Yellow Success Zone** • Using the i-Ready Student Diagnostic Report, analyze mastery scores on all Sub-Domains to determine deficit areas. Using the i-Ready Instructional Planning- Student Report, determine specific skill areas that should be targeted through differentiated instruction. • Analyze the student's iReady Reading Diagnostic Student Report that provides estimated Oral Reading Fluency, Instructional reading level and CCSS domain scores to determine areas of weakness and plan targeted differentiated instruction. • Individualized Instructional Path on i-Ready • Student Support Team (including parents) meeting(s) to design intervention plans to better support the learner	**Comprehensive-Core Reading Program:** Springboard **Supplemental Intervention Programs:** iReady Teacher Toolbox Interventions **Educational Technology:** iReady, Accelerated Reader, Achieve3000

		Red Success Zone i-Ready Tier 3/Profiles 1-2 (one year + below grade level) FSA-ELA scores of Level 1	**Red Success Zone** • Provide targeted intervention through increased intensity and smaller groups outside of the ELA block. • Using the i-Ready Student Diagnostic Report, analyze mastery scores on all Sub-Domains to determine deficit areas. Using the i-Ready Instructional Planning- Student Report, determine specific skill areas that should be targeted through differentiated instruction. • Individualized Instructional Path on i-Ready • Additional reading diagnostic assessments to further determine deficiencies in student understanding • Student Support Team (including parents) meeting(s) to design intensive intervention plans	**Comprehensive-Core Reading Program:** Springboard **Supplemental Intervention Programs:** iReady Teacher Toolbox Interventions **Educational Technology:** iReady, Accelerated Reader, Achieve3000

Chart D2-Madison

After students complete the initial iReady Diagnostic, they are assigned a differentiated instruction plan that targets their areas of need. Students are assigned an intervention class outside of their ELA block. During that intervention time, students are grouped according to their areas of need. Intervention groups are fluid depending on the specific skills the students need. Teachers document the interventions provided along with an assessment to determine if the intervention was effective.

Progress Monitoring Assessments	Grade Levels	If	Then	Programs/Materials/Strategies
FSA ELA	Grades 9 & 10, 11th and 12th graders who have not scored proficient on the FSA ELA or earned a concordant score	**Green Success Zone** FSA scores of 3-5	**Green Success Zone** Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies.	**Comprehensive-Core Reading Program:** Springboard **Supplemental Intervention Programs:** Teacher prescribed activities in Study Island **Educational Technology:** Accelerated Reader, Achieve3000, Study Island
		Yellow Success Zone FSA scores of level 2	**Yellow Success Zone** Student Support Team (including parents) meeting(s) to design intervention plans to better support the learner	**Comprehensive-Core Reading Program:** Springboard **Supplemental Intervention Programs:** Teacher prescribed activities in Study Island **Educational Technology:** Accelerated Reader, Achieve3000, Study Island
		Red Success Zone FSA scores of Level 1 (Grades 9 & 10)	**Red Success Zone** - Assignment to an intensive reading course - Provide targeted intervention through increased intensity and smaller groups - Additional reading diagnostic assessments to further determine deficiencies in student understanding - Student Support Team (including parents) meeting(s) to design intensive intervention plans	**Comprehensive-Core Reading Program:** Reading Edge **Supplemental Intervention Programs:** Teacher prescribed activities in Study Island and Achieve3000. **Educational Technology:** Accelerated Reader, Achieve3000, Study Island

		Red Success Zone Grade 11 & 12 students who have not passed the FSA	**Red Success Zone** - Additional 45 minutes of reading instruction daily - Targeted intervention through increased intensity and smaller groups - Additional reading diagnostic assessments to further determine deficiencies in student understanding - Student Support Team (including parents) meeting(s) to design intensive intervention plans	**Comprehensive –Cord Reading Program:** Reading Edge **Supplemental Intervention Programs:** Teacher prescribed activities in Study Island and Achieve3000. **Educational Technology:** Accelerated Reader, Achieve3000, Study Island

Chart D3-Madison