

## Madison 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:** Robin Hill

**Contact Email:** [robin.hill@mcsbfl.us](mailto:robin.hill@mcsbfl.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, 2016-2017 and 2017-2018 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

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

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Growth (Learning Gains) Goals							
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	37	Click here to enter text.	46	Click here to enter text.	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	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	34	Click here to enter text.	37	Click here to enter text.	33	28	23
White/Hispanic	13	Click here to enter text.	12	Click here to enter text.	14	11	9
Economically Disadvantaged/Non-Economically Disadvantaged	23	Click here to enter text.	21	Click here to enter text.	27	19	15
Students with Disabilities/Students without Disabilities	26	Click here to enter text.	23	Click here to enter text.	32	27	17
English Language Learners/ Non-English Language Learners	9	Click here to enter text.	8	Click here to enter text.	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 and multisensory interventions 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.
4. Providing reading intervention materials for teachers to use during intervention groups
5. Providing summer reading camp for 3<sup>rd</sup> graders who did not demonstrate proficiency on the FSA.

**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.**

Kindergarten through 5<sup>th</sup> graders will participate in quarterly progress monitoring using iReady. The 6<sup>th</sup> grade through 12<sup>th</sup> grade classes will participate in progress monitoring using Exact Path by Edmentum. The midyear and end of year assessments allows the district/school to monitor growth.

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

Quarterly

**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. 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.?**

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?**

\$4,250

- 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.**

- 1-013-018 – Instructional Foundations of Language and Reading,
- 1-013-019 – Applications of Researched-Based Instruction,
- 1-013-020 – Foundations of Assessment for Teachers and Principals,
- 1-013-021 – Foundations & Applications of Differentiated Instruction,
- 2-013-005 – Reading Difficulties, Disabilities, and Dyslexia

### **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.**

- a. Bachelor’s degree from an accredited educational institution
- b. Minimum of 5 years successful experience in teaching
- c. Reading endorsed or certified
- d. Hold a valid State of Florida Professional Certificate

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

One reading coach serves schools with a grade of C or lower (Madison County High School and 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.**

Yes, schools will be identified by using their reading proficiency scores.

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

- a. Elementary:0
- b. Middle:.5
- c. High:.5

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

Their performance evaluation is based on the improvement of reading scores in the schools they serve.

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

\$58,000

**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?**

Madison County High School

**2. Were these schools identified to have the greatest need based on a review of the students achievement data? If not, please explain why reading intervention teachers were placed at these schools.**

Yes, the high school needs a reading teacher for students who not proficient. In 2018 only 34% of high school students demonstrated proficiency and only 33% of the lowest quartile showed adequate progress.

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

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

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

38,000

**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.:**

Saxon Phonics, Ready Reading intervention materials, Leveled Literacy Intervention materials, Accelerated Reader

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

50,000

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 funds purchase some of the materials and supplemental academic funds are used for others.

### **Summer Reading Camps**

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:** Robin Hill
2. **Email Address:** [robin.hill@mcsbfl.us](mailto:robin.hill@mcsbfl.us)
3. **Phone Number:**850-973-1552
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 8, 2020
  - 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 23, 2020
  - e. **Total number of instructional hours of reading:** 132

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.?**

Teachers are selected based on student performance scores for the previous year. Only the teachers with the highest reading scores are selected.

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 as a result of the instruction provided during SRC?**

Student progress will be monitored using iReady.

**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	58,000
District expenditures on intervention teachers	38,000
District expenditures on supplemental materials or interventions	50,000
District expenditures on professional development	4,250
District expenditures on summer reading camps	32,000
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	212,050
Amount of district research-based reading instruction allocation for 2019-2020	212,250

## APPENDIX A

7/1/2019

Mail - Robin Hill - Outlook

### Review of Reading Plan

Kim Dixon

Mon 7/1/2019 2:36 PM

**To:** Robin Hill <robin.hill@mcsbfl.us>

I have reviewed the 2019-2020 K-12 Comprehensive Research-Based Reading Plan. The plan is thorough and well developed. I have no additional suggestions at this time.

Thanks, Kim Dixon Principal

Madison County Central School

<https://outlook.office.com/mail/inbox/id/AAQkAGNjMzQ4NTZjLWUxYjUtNGJhMC04NWVmLWI3NzY1ZTk0MWNkOAAQACnGzO7Fd31Im0ZqDz5Oa2I...> 1/1

7/1/2019 Mail - Robin Hill - Outlook

**Re: Reading Plan**

Rebecca Gonzalez

Mon 7/1/2019 12:01 PM

**To:** Robin Hill <robin.hill@mcsbfl.us>

It looks good to me but I had a few questions on...

# 2 on the Reading Coach... If a school falls to a D or F do they get a reading coach or is it just 1/2 high school and 1/2 Central for the District? Can you add a statement about if schools receive SIG money-they then can have additional reading coaches?

#4 c. needs .5 and a. needs 0

On the D1 for elementary I saw in the description you said 45 for tier 3 and 30 for tier 2 but should that be in the table above as well?

*Rebecca Miller Gonzalez, M.Ed. Academic Supporter rebecca.gonzalez@mcsbfl.us (850)673-1711*

Lee Elementary

7731 E Hwy 90,

Lee, FL 32059

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**From:** Robin Hill

**Sent:** Monday, July 1, 2019 8:41 AM

**To:** Rebecca Gonzalez

**Subject:** Reading Plan

*Robin Hill*

*Curriculum Coordinator Madison County School District*

<https://outlook.office.com/mail/inbox/id/AAQkAGNjMzQ4NTZjLWUxYjUtNGJhMC04NWVmLWI3NzY1ZTk0MWNkOAAQADwImIDCkmlEk3pfNpmvIfI%3D> 1/1

7/1/2019 Mail - Robin Hill - Outlook

**FW: Look this over**

Lori Newman

Thu 6/27/2019 4:40 PM

**To:** Robin Hill <robin.hill@mcsbfl.us>

I reviewed the Reading Plan on 5/2/19 and provided input since I was unable to attend the first meeting. Lori

**\*\*Please note the new email address\*\* [Lori.newman@mcsbfl.us](mailto:Lori.newman@mcsbfl.us)**

**Lori Newman**

Director of Student Services, Exceptional Student Education,  
& Mental Health Services

District School Board of Madison County 210 NE Duval Avenue

Madison, Florida 32340

Office: 850-973-1562

Cell: 850-869-0290

Fax: 850-973-5047

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**From:** Lori Newman

**Sent:** Thursday, May 2, 2019 10:31 AM **To:** Robin Hill <robin.hill@mcsbfl.us> **Subject:** RE: Look this over

Looks good. Here are a few edits and questions I see? Are you in the office today? Lori

Page 7 - #2 needs total amount budgeted for PD

Page 9 - #4 doesn't have any positions for middle and high – Isn't Kara going to serve MCCS 6-8 and MCHS now that she is district. I may be reading this wrong though.

Page 11 - #2 – add the word “are” in the first sentence. Page 12 - #3 – add a dash in your phone number  
So the SRC information is for next year?

**\*\*Please note the new email address\*\* [Lori.newman@mcsbfl.us](mailto:Lori.newman@mcsbfl.us)**

**Lori Newman**

Director of Student Services, Exceptional Student Education,  
& Mental Health Services

District School Board of Madison County 210 NE Duval Avenue

Madison, Florida 32340

Office: 850-973-1562

Cell: 850-869-0290

Fax: 850-973-5047

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**From:** Robin Hill

**Sent:** Thursday, May 2, 2019 10:00 AM

**To:** Lori Newman <[lori.newman@mcsbfl.us](mailto:lori.newman@mcsbfl.us)>

**Subject:** Look this over

I added one teacher at MCHS to come out of this allocation.

*Robin Hill*

*Curriculum Coordinator Madison County School District*

<https://outlook.office.com/mail/search/id/AAQkAGNjMzQ4NTZjLWUxYjUtNGJhMC04NWVmLWI3NzY1ZTk0MWNkOAAQAHCv%2Fxn4%2FC1BkQEF...> 1/1

Meeting 4-23-19  
Revise Reading PLAN - write for 2019-20

Kara Washington - District Reading Coach

Paula L Kauffman - Elementary Curriculum Coordinator

PHW - Curriculum Coordinator

The ESE director was not able to attend but reviewed the plan and gave feedback.

## APPENDIX B

### **Identification of Students with Reading Deficiencies and Intervention Supports**

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

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

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to 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;

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
STAR Early Literacy (K)  iReady K-5	August 2019  1 August 2019  2 November 2019  3 February 2020  4 May 2020	<b>Kindergarten Star Early Literacy: Tier 1</b> SS of 497-529  <b>K-5 Green Success Zone</b> i-Ready Tier 1/Profile 5  <b>Grades 3-5</b> FSA scores level 3-5	<b>Green Success Zone</b> <ul style="list-style-type: none"> <li>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.</li> <li>Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies.</li> <li>iReady Individualized Instructional Path</li> </ul>	<b>Comprehensive-Core Reading Program:</b> HMH Journeys  <b>Supplemental Intervention Programs:</b> Saxon Phonics  <b>Educational Technology:</b> iReady, Accelerated Reader
	<b>Kindergarten STAR Early Literacy: Tier 2</b> SS of 438-496  <b>K-5 Yellow Success Zone</b> i-Ready Tier 2/Profile 3-4 (up to one year below grade level)  <b>Yellow Success Zone</b> FSA scores of level 2, grades 3-5	<b>Yellow Success Zone</b> <ul style="list-style-type: none"> <li>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.</li> <li>Analyze the student’s iReady Reading Diagnostic Student Report that provides estimated Oral Reading Fluency, Instructional reading level domain scores to determine areas of weakness and plan targeted differentiated instruction.</li> <li>Individualized Instructional Path on i-Ready</li> <li>Student Support Team (including parents) meeting(s) to design intervention plans to better support the learner</li> </ul>	<b>Comprehensive-Core Reading Program:</b> HMH Journeys  <b>Supplemental Intervention Programs:</b> Saxon Phonics, iReady Teacher Toolbox Interventions, Read Naturally, FCRR Activities  <b>Educational Technology:</b> iReady, Accelerated Reader	
	<b>STAR Early Literacy Kindergarten: Tier 3</b> SS of 437- and below	<b>Red Success Zone</b> <ul style="list-style-type: none"> <li>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</li> </ul>	<b>Comprehensive-Core Reading Program:</b> HMH Journeys  <b>Supplemental Intervention Programs:</b> Leveled Literacy Interventions, Saxon Phonics,	

Chart DT1-Madison

		<p><b>K-5 Red Success Zone</b> i-Ready Tier 3/Profiles 1-2 (one year + below grade level)</p> <p><b>3-5 Red Success Zone</b> FSA-ELA scores of Level 1</p>	<p>areas that should be targeted through differentiated instruction.</p> <ul style="list-style-type: none"> <li>• Provide targeted intervention through increased intensity and smaller groups</li> <li>• Individualized Instructional Path on i-Ready</li> <li>• Additional reading diagnostic assessments to further determine deficiencies in student understanding</li> <li>• Student Support Team (including parents) meeting(s) to design intensive intervention plans</li> </ul>	<p>iReady Teacher Toolbox Interventions, RAVE-O, Read Naturally, FCRR Activities,</p> <p><b>Educational Technology:</b> iReady, Accelerated Reader</p>
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Within the first 30 days of school, all kindergarten students will be assessed on FKLRS (STAR Early Literacy Assessment). 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. During small group intervention time, students receive targeted skill instruction focusing on phonological awareness, letter-sound correspondence, vocabulary, and oral language using multisensory strategies. Multisensory strategies will be incorporated through reading center activities from the iReady Teacher Toolbox. Those activities include centers such as listening centers and hands-on spelling activities. Progress monitoring of intervention strategies guides the decision making process. Tier 3 interventions are provided with more intensity and additional time (45 minutes in addition to the 90 minute reading block). Tier 2 students also receive targeted interventions but for only 30 minutes daily in addition to the 90 minute reading block.

In 1<sup>st</sup> grade students who score below 346 on the iReady Baseline Diagnostic and in 2<sup>nd</sup> 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. Like the STAR Early Literacy Assessment, the iReady Diagnostic Report is used to determine specific deficit skills for each student. Those skills are targeted during the intervention block and progress is monitored to determine future interventions. 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.

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	<b>Green Success Zone</b> <b>Tier 1</b> i-Ready Tier 1/Profile 5  FSA scores level 3-5	<b>Green Success Zone</b> <ul style="list-style-type: none"> <li>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.</li> <li>Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies.</li> <li>iReady Individualized Instructional Path</li> </ul>	<b>Comprehensive-Core Reading Program:</b> Springboard  <b>Supplemental Intervention Programs:</b> iReady  <b>Educational Technology:</b> iReady, Accelerated Reader, Achieve3000
	<b>Yellow Success Zone</b> <b>Tier 2</b> i-Ready Tier 2/Profile 3-4 (up to one year below grade level)  FSA scores of level 2	<b>Yellow Success Zone</b> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Individualized Instructional Path on i-Ready</li> <li>Student Support Team (including parents) meeting(s) to design intervention plans to better support the learner</li> </ul>	<b>Comprehensive-Core Reading Program:</b> Springboard  <b>Supplemental Intervention Programs:</b> iReady Teacher Toolbox Interventions  <b>Educational Technology:</b> iReady, Accelerated Reader, Achieve3000, Apex	
	<b>Red Success Zone</b> <b>Tier 3</b> i-Ready Tier 3/Profiles 1-2 (one year + below grade level)	<b>Red Success Zone</b> <ul style="list-style-type: none"> <li>Provide targeted intervention through increased intensity and smaller groups outside of the ELA block.</li> <li>Using the i-Ready Student Diagnostic Report, analyze mastery scores on all Sub-Domains to determine</li> </ul>	<b>Comprehensive-Core Reading Program:</b> Springboard  <b>Supplemental Intervention Programs:</b> iReady Teacher Toolbox Interventions, Leveled Literacy Interventions	

Chart DT2-Madison

		FSA-ELA scores of Level 1	<p>deficit areas. Using the i-Ready Instructional Planning- Student Report, determine specific skill areas that should be targeted through differentiated instruction.</p> <ul style="list-style-type: none"> <li>• Individualized Instructional Path on i-Ready</li> <li>• Additional reading diagnostic assessments to further determine deficiencies in student comprehension (Apex, Teenbiz, Leveled Literacy Interventions)</li> <li>• Student Support Team (including parents) meeting(s) to design intensive intervention plans</li> </ul>	<p><b>Educational Technology:</b> iReady, Accelerated Reader, Achieve3000, Apex</p>
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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, 11 <sup>th</sup> and 12 <sup>th</sup> graders who have not scored proficient on the FSA ELA or earned a concordant score	<b>Green Success Zone</b> <b>Tier 1</b> FSA scores of Level 3-5	<b>Green Success Zone</b> <ul style="list-style-type: none"> <li>Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies.</li> </ul>	<b>Comprehensive-Core Reading Program:</b> Springboard  <b>Supplemental Intervention Programs:</b> Teacher prescribed activities in Study Island  <b>Educational Technology:</b> Accelerated Reader, Achieve3000, Study Island
		<b>Yellow Success Zone</b> <b>Tier 2</b> FSA scores of Level 2	<b>Yellow Success Zone</b> <ul style="list-style-type: none"> <li>Student Support Team (including parents) meeting(s) to design intervention plans to better support the learner</li> </ul>	<b>Comprehensive-Core Reading Program:</b> Springboard  <b>Supplemental Intervention Programs:</b> Teacher prescribed activities in Study Island  <b>Educational Technology:</b> Accelerated Reader, Achieve3000, Study Island, Apex
		<b>Red Success Zone</b> <b>Tier 3</b> FSA scores of Level 1 (Grades 9 & 10)	<b>Red Success Zone</b> <ul style="list-style-type: none"> <li>Assignment to an intensive reading course</li> <li>Provide targeted intervention through increased intensity and smaller groups during daily intervention in the intensive reading course.</li> <li>Additional reading diagnostic assessments to further determine deficiencies in student understanding</li> <li>Student Support Team (including parents) meeting(s) to design intensive intervention plans</li> </ul>	<b>Comprehensive-Core Reading Program:</b> Reading Edge  <b>Supplemental Intervention Programs:</b> Teacher prescribed activities in Study Island and Achieve3000.  <b>Educational Technology:</b> Accelerated Reader, Achieve3000, Study Island, Apex

		<p><b>Red Success Zone</b>  <b>Tier 3</b>                  Grade 11 &amp; 12 students who have not passed the FSA</p>	<p><b>Red Success Zone</b></p> <ul style="list-style-type: none"> <li>• Additional 45 minutes of reading instruction daily as students are assigned an intensive reading course on their schedule.</li> <li>• Targeted intervention through increased intensity and smaller groups</li> <li>• Additional reading diagnostic assessments to further determine deficiencies in student understanding</li> <li>• Student Support Team (including parents) meeting(s) to design intensive intervention plans</li> </ul>	<p><b>Comprehensive –Cord Reading Program:</b>                  Reading Edge</p> <p><b>Supplemental Intervention Programs:</b>                  Teacher prescribed activities in Study Island and Achieve3000.</p> <p><b>Educational Technology:</b> Accelerated Reader, Achieve3000, Study Island</p>
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