

Nassau 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: Kristi Simpkins

Contact Email: Kristi.simpkins@nassau.k12.fl.us

Contact Telephone: 904-491-9985

District-Level Leadership

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

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

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	63	64	66	66	67	68	69

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	54	55	58	57	58	59	61

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	21	19	21	17	17	15	14
White/Hispanic	6	6	10	5	10	4	4
Economically Disadvantaged/Non-Economically Disadvantaged	17	15	21	13	20	12	11
Students with Disabilities/Students without Disabilities	44	40	42	36	39	32	29
English Language Learners/ Non-English Language Learners	43	40	47	36	39	32	29

* 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.

Our focus is on student achievement and all expenditures are budgeted towards the highest yield. Our reading experts are our biggest investment; our goal is to improve reading instruction starting at the elementary level up focusing in our areas of weakness to reach each individual child's needs in reading.

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?

Executive Director of Curriculum and Instruction, Directors of Elementary, Secondary and ESE

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.

STAR Early Literacy – Kindergarten

Lexia – 1st and 2nd Grades

i-Ready – 3rd-5th Grades

STAR Reading – 6th-8th Grades

Achieve 3000- 9th-12th Grades

Students in the lowest quartile in reading in grades K-8 will be given a progress monitoring test one-on-one. This test will help the reading coaches see where the students need extra assistance.

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

Computer-based testing will be administered three times a year.

The lowest quartile students will be monitored an additional three times a year by the reading coach in the K-8 schools.

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

District Directors, K-8 Reading Coaches

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?

Elementary, Secondary, and ESE Directors

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

Lesson Plans, Grade Level Minutes, Curriculum Maps, Pacing Guides

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

Each quarter

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?

Executive Director of Curriculum and Instruction, Directors of Elementary, Secondary, ESE and Information Technology

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

The district will continue to work with media specialists and coaches to provide training and model lessons for teachers to assist students in analyzing a large variety of mediums for content area reading both through discussion and in writing.

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?

Executive Director of Curriculum and Instruction, Directors of Elementary, Secondary, ESE, Professional Development, and Informational Technology

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)?

Classroom walk-throughs, inventory, lesson plans, professional development, and PLC's

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

Each quarter

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

See Appendix A.

Research-Based Reading Instruction Allocation

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

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

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

Professional Development

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

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

Directors of Professional Development, ESE, Elementary, and Secondary

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

\$46,809.00

- 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?

Director of Professional Development

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

District professional development funds

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.**

Qualifications: (1) Bachelor's Degree or higher from an accredited educational institution. (2) Hold or be eligible for certification or endorsement in Reading or Elementary Education for grades K-5. (3) Minimum of three(3) years successful teaching experience.

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

Coaches will be placed in all elementary and middle schools. – 9 will be paid for out of Reading Instruction Allocation and 4 will be paid for out of other funds. The following schools will have reading coaches funded out of the reading budget:

Yulee Elementary, Yulee Primary, Bryceville Elementary, Fernandina Beach Middle School, Callahan Elementary, Emma Love Hardee Elementary, Hilliard Elementary, Southside Elementary, and Callahan Intermediate

- 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

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

- Elementary: 8
- Middle: 1
- High:0

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

Review of progress monitoring data and school outcome data. Review of professional development that the reading coach has provided for the teachers and paraprofessionals at their schools. Review of tutoring programs and logs of student attendance. The Directors of Elementary and Secondary Education will conduct school walk-throughs, review reading coach calendars, and conduct progress monitoring meetings with the coach and the school administration.

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

\$555,000

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?

Nassau County will not be funding any reading intervention teachers with Reading Allocation. We will utilize funds for our reading coaches.

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.:

Next Step in Guided Reading Assessment

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

\$15,000

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.**

Elementary Education Budget, Secondary Education Budget, ESE Funds, and Title I Funds

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:**Kristi Simpkins
2. **Email Address:** Kristi.simpkins@nassau.k12.fl.us
3. **Phone Number:**904-491-9985
4. **Please list the schools which will host a SRC:**

Yulee Elementary 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, Tuesday, Wednesday, and Thursday
 - c. **Number of instructional hours per day in reading:**4.25
 - d. **End Date:**July 12, 2018
 - e. **Total number of instructional hours of reading:**90 hours
6. **Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?**

Teacher evaluations must be highly effective and will have proven success in student performance as evidenced by the standardized test scores.

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

1:5

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

We will be serving only 3rd grade students.

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

i-Ready results will be monitored weekly; progress monitoring data will be analyzed from the beginning to the end, and Stanford 10 will be given at the end of the camp. We will do weekly cold reads and fluency 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	N/A
District expenditures on reading coaches	\$555,000
District expenditures on intervention teachers	N/A
District expenditures on supplemental materials or interventions	\$15,000
District expenditures on professional development	\$46,809
District expenditures on summer reading camps	0
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	\$616,809
Amount of district research-based reading instruction allocation for 2018-2019	\$616,809

APPENDIX A

Nassau County
Comprehensive Research-Based Reading Plan Meeting for 2018-
2019 School Year
April 24, 2018

1. Discussion/Input on K-12 Comprehensive Research-Based Reading Plan – Kristi Simpkins, Director of Elementary Education
2. ESE SP&P Discussion and update/alignment with K-12 Reading Plan – Misty Mathis, Director of Elementary Education
3. ELL – Discussion of alignment with the Reading Plan and the ELL Plan – Cynthia Grooms, Director of Secondary Education/ELL Representative
4. Professional Development Needs for Reading, ESE Support, and ELL Support
5. Other/Discussions/Questions

Staff Members Present at Meeting: Kristi Simpkins, Director of Elementary Education/Reading Contact, Misty Mathis, Director of ESE, Cindy Grooms, Director of Secondary Education/ELL Contact, Mark Durham, Executive Director of Curriculum and Instruction

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 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;

Nassau County School District Chart D1
K-5 Reading Plan

Progress Monitoring Assessments	Date(s)	If	Then
<p>Kindergarten -STAR Early Literacy</p> <p>*Students who are below the 30th percentile on the SAT10 or who score below the 20th percentile on the STAR Early Literacy are considered to have a substantial reading deficiency. These students will be provided daily individual instruction and small group instruction to remediate the identified areas of deficiency. Nassau County Parents will be notified in writing of their child's reading deficiency and the instructional support designed to remediate the identified area of deficiency.</p> <p>Additionally, these students will be progress monitored one-on-one by the reading coach three times a year utilizing the Next Step in Guided Reading</p>	Assessment Period 1: August/September	<p>Kindergarten If student's scale score on STAR Early Literacy is</p>	<p>Kindergarten Using the SEL Student Diagnostic Report, analyze mastery scores on all Sub-Domains to determine deficit areas.</p>
	Assessment Period 2: December	<p>Below the 20% percentile Scaled score 437 and below</p>	<p>(Emergent)-Work on print concepts such as: Directionality, Letters, and Words, Word Length, Alphabetic Sequence, and Print Features. Students below the 20th percentile are considered to have a substantial reading deficiency. These students will receive daily intensive reading interventions during school, and will be offered tutoring before or after school.</p>
	Assessment Period 3: May	<p>21st%-40% percentile Scaled score 438-496</p>	<p>(Early -Emergent)- Work on Phonological Awareness: Rhyming, Word Families, Blending and Segmenting Syllables, Long and Short Vowel Sounds, Phonemes These students will receive daily intensive reading interventions during school, and will be offered tutoring before or after school.</p>
	<p>41st%-54% percentile Scaled score 497-529</p>	<p>(Late -Emergent) Work on Phonics and Word Recognition: Spelling- Sound Correspondences with Consonants/Vowels Regular and Irregular Spellings, High- Frequency Words, Affixes, Syllables</p>	

Nassau County School District Chart D1
K-5 Reading Plan

<p>Assessment. Students who are not responding to interventions will be offered before, during or after school tutoring that will be under the direction of our reading coaches. Student will be provided multisensory activities to meet their needs identified by the reading coach.</p>		<p>Students scoring at or above 55% percentile</p>	<p>Provide daily small group instruction on or above grade level in the five components of reading using the core curriculum and prescriptive instructional technology.</p>
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Nassau County School District Chart D1
K-5 Reading Plan

Progress Monitoring Assessments	Date(s)	If	Then
<p>First/Second Grade -STAR Reading Assessment</p> <p>*Students who are below the 30th percentile on the SAT10 or who score below the 40th percentile on the STAR Reading Assessment are considered to have a substantial reading deficiency. These students will be provided daily individual instruction and small group instruction to remediate the identified areas of deficiency. Nassau County Parents will be notified in writing of their child's reading deficiency and the instructional support designed to remediate the identified area of deficiency.</p> <p>Additionally, these students will be progress monitored one-on-one by the reading coach three times a year utilizing the Next Step in Guided Reading Assessment. Students who are not responding to interventions will be offered before, during or after school tutoring that will be under the direction of our reading coaches. Student will be provided multisensory activities to meet their needs identified by the reading coach.</p>	Assessment Period 1: August/September	<p>First/Second Grade If student's scale score is below 10th percentile on STAR Reading Assessment:</p>	Administer the STAR Early Literacy Assessment.
	Assessment Period 2: December	<p>If the student was administered the STAR Early Literacy assessment and the student's scale score is below the 40th percentile on STAR Early Literacy:</p>	<p>Students below the 40th percentile are considered to have a substantial reading deficiency. These students will receive daily intensive reading interventions during school, and will be offered tutoring before or after school.</p> <p>Using the SEA Student Diagnostic Report, analyze mastery scores on all Sub-Domains to determine deficit areas. Using the SEL Instructional Planning – Student Report, determine specific skill areas that should be targeted through differentiated instruction.</p>
	Assessment Period 3: May	<p>If the student's score is between the 10th and 40th percentile on the STAR Reading Assessment:</p>	<p>Students below the 40th percentile are considered to have a substantial reading deficiency. These students will receive daily intensive reading interventions during school, and will be offered tutoring before or after school.</p> <p>Analyze the students STAR Reading Diagnostic Student Report that provides estimated Oral Reading Fluency, Atos Level, Instructional reading level, and differentiate according to areas of weakness and plan targeted instruction.</p>
		<p>Students scoring at or above the 41st percentile:</p>	<p>Provide daily small group instruction on or above grade level in the five components of reading using the core curriculum and prescriptive instructional technology.</p>

Nassau County School District Chart D1
K-5 Reading Plan

Progress Monitoring Assessments	Date(s)	If	Then
<p>Third-Fifth STAR Reading Assessment</p> <p>*Students who score a Level 1 or 2 on the FSA or who score below the 40th percentile on the STAR Reading Assessment are considered to have a substantial reading deficiency. These students will be provided daily individual instruction and small group instruction to remediate the identified areas of deficiency. Nassau County Parents will be notified in writing of their child’s reading deficiency and the instructional support designed to remediate the identified area of deficiency.</p> <p>Additionally, these students will be progress monitored one-on-one by the reading coach three times a year utilizing the Next Step in Guided Reading Assessment. Students who are not responding to interventions will be offered before, during or after school tutoring that will be under the direction of our reading coaches. Student will be provided multisensory activities to meet their needs identified by the reading coach.</p>	Assessment Period 1: August/September	Grades 3 rd – 5 th	<p>Students below the 40th percentile on the STAR Reading Assessment or a Level 1 or 2 on the FSA are considered to have a substantial reading deficiency. These students will receive daily intensive reading interventions during school, and will be offered tutoring before or after school.</p> <p>Analyze the student’s STAR Reading Diagnostic Student Report that provides estimated Oral Reading Fluency, Atos Level, Instructional reading level and FSA domain scores to determine areas of weakness and plan targeted intervention. Additionally, these students will be progress monitored one-on-one by the reading coach three times a year utilizing the Next Step in Guided Reading Assessment. Students will be provided multisensory activities to meet their needs identified by the reading coach.</p>
	Assessment Period 2: December	If the student’s scale score is below the 40 th percentile on the STAR Assessment or a Level 1 or 2 on FSA-ELA:	
	Assessment Period 3: May	Students scoring at or above 41% or Level 3-5 on FSA-ELA	Provide daily small group instruction on or above grade level in the five components of reading using the core curriculum and prescriptive instructional technology

Programs/Materials/Strategies

Phonological Awareness

Comprehensive-Core Reading Program Journeys- Houghton Mifflin Harcourt

Supplemental Intervention Programs: Saxon Phonics, SRA Reading Mastery, Journeys- Intervention Materials, Carbo Reading

Comprehensive Intervention Programs: SRA, Journeys – Intervention Materials, Saxon Phonics, Carbo Reading

Educational Technology: Journeys – Online Materials, Lexia, I-Ready, Electronic Books, Accelerated Reader

Strategic Materials/Activities: Rhyme, alliteration, sentence segmentation activities, phoneme manipulation, phoneme blending and segmentation, Elkonin boxes, word play activities, letter tiles, compound word segmenting/blending, kinesthetic activities, FCRR Literacy Center Activities, Small group differentiated instruction that focuses on before, during, and after reading strategies and the five components of reading plus oral language

Phonics

Comprehensive Core Program: Journeys – Houghton Mifflin Harcourt

Supplemental Intervention Programs: Saxon Phonics, SRA Reading Mastery, Journeys – Intervention Materials, Carbo Reading

Comprehensive Intervention Programs: SRA, Journeys – Intervention Materials, Saxon Phonics, Carbo Reading

Educational Technology: Journeys – Online Materials, Lexia, i-Ready, Electronic Books, Accelerated Reader

Strategic Materials/Activities: Letter/word recognition games, sight word practice, spelling patterns, word sorting, word puzzles, prefix/suffix/root word lessons, inflectional endings, making words lessons, word wall games, FCRR Literacy Center Activities, Small group differentiated instruction that focuses on before, during, and after reading strategies and the five components of reading plus oral language

Fluency

Comprehensive Core Program: Journeys – Houghton Mifflin Harcourt

Supplemental Intervention Programs: Saxon Phonics, SRA Reading Mastery, Journeys – Intervention Materials, Carbo Reading

Comprehensive Intervention Programs: SRA, Journeys – Intervention Materials, Saxon Phonics, Carbo Reading

Educational Technology: Journeys – Online Materials, Lexia, I-Ready, Electronic Books, Accelerated Reader.

Strategic Materials/Activities: Repeated readings, sight word practice, reader's theater, partner reading, choral reading, chunking, teacher oral reading, listening center, home reading, poetry, leveled texts, FCRR Literacy Center Activities, Small group differentiated instruction that focuses on before, during, and after reading strategies and the five components of reading plus oral language

Vocabulary/Oral Language/Comprehension

Comprehensive Core Program: Journeys – Houghton Mifflin Harcourt

Supplemental Intervention Programs: Saxon Phonics, SRA Reading Mastery, Journeys – Intervention Materials, Carbo Reading

Comprehensive Intervention Programs: SRA, Journeys – Intervention Materials, Saxon Phonics, Carbo Reading

Educational Technology: Journeys – Online Materials, Lexia, I-Ready, Electronic Books, Accelerated Reader

Strategic Materials/Activities: Tell/retell stories, semantic maps, language play, vocabulary map, word studies, leveled texts, Small group differentiated instruction that focuses on before, during, and after reading strategies and the five components of reading plus oral language

*** If students do not respond to a specific reading intervention, their group time with the teacher and paraprofessional will increase. Before**

and after school tutoring will be provided by highly qualified teachers and paraprofessionals.

Nassau County School District

2018-19 Middle School Reading Intervention Requirements

Public school student progression; remedial instruction; reporting requirements.

(1) INTENT.—It is the intent of the Legislature that each student’s progression from one grade to another be determined, in part, upon satisfactory performance in reading, writing, science, and mathematics; that district school board policies facilitate student achievement; that each student and his or her parent be informed of that student’s academic progress; and that students have access to educational options that provide academically challenging coursework or accelerated instruction pursuant to s. 1002.3105.

(2) COMPREHENSIVE STUDENT PROGRESSION PLAN.—Each district school board shall establish a comprehensive plan for student progression which must:

(a) Provide standards for evaluating each student’s performance, including how well he or she masters the performance standards approved by the State Board of Education.

(b) Provide specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the commissioner.

Students in grades 6-8 who demonstrated less than grade level mastery on the English Language Arts (ELA) Florida Standards will be administered a diagnostic reading assessment in order to determine the nature of their reading deficiency. All Nassau county student found to have a substantial reading deficiency will receive instructional support through Integrated, Additional, or Extended Instruction.

District Diagnostic Assessments

The reading coach and teacher will analyze the students' STAR Reading Diagnostic Student Report that provides estimated Oral Reading Fluency, ATOS Level, Instructional Reading Level, and FSA domain scores to determine areas of deficiency and guide the planning of standards-based, targeted, and differentiated instruction. The diagnostic assessments administered are designed to determine the Lexile levels of students. The levels will be used to determine the type of reading support the student will receive, nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

For students scoring *basic* or *below basic*, according to the College and Career Ready Lexile Proficiency Bands, additional diagnostics will be used to identify specific areas of reading deficiency. Information gathered from these diagnostics will be used to plan appropriate strategies for intervention and instruction to support students' academic needs.



College and Career Ready (CCR) Lexile Proficiency Bands

Grade	Below Basic	Basic	Proficient	Advanced
K	N/A	BR	0 to 279L	280 & Above
1	BR	0L to 189L	190L to 534L	535L & Above
2	BR to 219L	220L to 419L	420L to 654L	655L & Above
3	BR to 329L	330L to 519L	520L to 824L	825L & Above
4	BR to 539L	540L to 739L	740L to 944L	945L & Above
5	BR to 619L	620L to 829L	830L to 1014L	1015L & Above
6	BR to 729L	730L to 924L	925L to 1074L	1075L & Above
7	BR to 769L	770L to 969L	970L to 1124L	1125L & Above
8	BR to 789L	790L to 1009L	1010L to 1189L	1190L & Above
9	BR to 849L	850L to 1049L	1050L to 1264L	1265L & Above
10	BR to 889L	890L to 1079L	1080L to 1339L	1340L & Above
11 / 12	BR to 984L	985L to 1184L	1185L to 1389L	1390L & Above

With the release of the College & Career Readiness Scores, (the score ranges that indicate Below Basic, Basic, Proficient, and Advanced performance in each grade) lexile levels were adjusted to reflect increased expectations for college and career readiness. This work was done with Meta Metrics. To establish the new performance levels, Meta Metrics conducted an extensive study of college and career texts. The new score ranges more accurately reflect whether student are on track to comprehend college and career level texts by the end of high school.

ASSESSMENT / CURRICULUM DECISION TREE FOR STUDENTS Based ON FSA-ELA

*REFER TO CHART	BELOW BASIC	BASIC	PROFICIENT/ADVANCED
<p>DIAGNOSTIC /PROGRESS MONITORING DATA</p>	<p>Program-Specific Diagnostic Data: STAR Reading Assessment</p> <p>* Students are progress monitored on STAR Reading 3 times a year (August, December & May).</p> <p>If Lexile falls in the below basic range, (see Chart) students will be placed in the appropriate Intervention Course (see chart below).</p> <p>These students will be progress monitored one-on-one at least an additional three times a year by the school reading coach. Students who are not responding to interventions will be offered, before, during, or after school tutoring that will be under the direction of our reading coaches. Students will be provided multisensory activities to meet their learning needs identified by the reading coach and STAR assessment, and other diagnostic tools.</p> <p>*If students do not respond to a specific reading intervention, their group time with the teacher and paraprofessional will increase and/or the intervention strategies will be adjusted. Before and after school tutoring will be provided by highly qualified teachers and paraprofessionals under the direction of our reading coaches.</p> <p>Nassau County Parents will be notified in writing of their child’s reading deficiency and the instructional support designed to remediate the identified area of deficiency.</p>	<p>Program-Specific Diagnostic Data: STAR Reading Assessment</p> <p>* Students are progress monitored on STAR Reading 3 times a year (August, December & May).</p> <p>If Lexile score falls in the basic range, (see Chart) the student will be placed in the appropriate Intervention Course (see chart below).</p> <p>These students will be progress monitored one-on-one at least an additional three times a year by the school reading coach. Students who are not responding to interventions will be offered, before, during, or after school tutoring that will be under the direction of our reading coaches. Students will be provided multisensory activities to meet their learning needs identified by the reading coach and STAR assessment, and other diagnostic tools.</p> <p>Additional before and after school tutoring will be provided by highly qualified teachers and paraprofessionals under the direction of our reading coaches.</p> <p>Nassau County Parents will be notified in writing of their child’s reading deficiency and the instructional support designed to remediate the identified area of deficiency.</p>	<p>PROGRAM-SPECIFIC DIAGNOSTIC DATA: Assess using the STAR Reading Assessment</p> <p>Continue with course specific Progress Monitoring and STAR Reading.</p> <p>*All students are progress monitored on STAR Reading 3 times a year.</p>

<p>RELATED SKILLS THAT CONTRIBUTE TO LEXILE GROWTH</p>	<p>Alphabetics: Decoding; Phonics; Phonology; Morphology</p> <p>Oral Language: Academic Language; Inferential & Narrative Language; Word Knowledge; Phonology</p> <p>Comprehension: Extracting & constructing meaning; connected text; grammar; syntax; Strategies; Text Organization and Structure; Metacognition</p>	<p>Oral Language: Academic Language; Inferential & Narrative Language; Word Knowledge; Phonology</p> <p>Comprehension: Extracting & constructing meaning; connected text; grammar; syntax; Strategies; Text Organization and Structure; Metacognition</p>	<p>Oral Language: Academic Language; Inferential & Narrative Language; Word Knowledge; Phonology</p> <p>Comprehension: Extracting & constructing meaning; connected text; grammar; syntax; Strategies; Text Organization and Structure; Metacognition</p>
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MATERIALS TO SUPPORT READING INSTRUCTION	<p>Grades 6-8 STAR Reading Exemplar Lessons</p> <p>Additional Resources for all students:</p> <ul style="list-style-type: none"> • CPALMS.org resource center • Achievethecore.org • STAR Reading • HMH Collections • Newsela • The Six-Minute Solution: A Reading Fluency Program • Coach Practice • Performance Coach • iReady 	<p>Grades 6-8 STAR Reading Exemplar Lessons</p> <p>Additional Resources for all students:</p> <ul style="list-style-type: none"> • CPALMS.org resource center • Achievethecore.org • STAR Reading • HMH Collections • Newsela • The Six-Minute Solution: A Reading Fluency Program • Coach Practice • Performance Coach • iReady 	<p>Additional Resources for all students:</p> <ul style="list-style-type: none"> • CPALMS.org resource center • Achievethecore.org • STAR Reading • HMH Collections • Newsel
	<p>Grades 6-8 STAR Reading Exemplar Lessons</p> <p>Additional Resources for all students:</p> <ul style="list-style-type: none"> • CPALMS.org resource center • Achievethecore.org • STAR Reading • HMH Collections • Newsela • The Six-Minute Solution: A Reading Fluency Program • Coach Practice • Performance Coach • iReady 	<p>Grades 6-8 STAR Reading Exemplar Lessons</p> <p>Additional Resources for all students:</p> <ul style="list-style-type: none"> • CPALMS.org resource center • Achievethecore.org • STAR Reading • HMH Collections • Newsela • The Six-Minute Solution: A Reading Fluency Program • Coach Practice • Performance Coach • iReady 	<p>Additional Resources for all students:</p> <ul style="list-style-type: none"> • CPALMS.org resource center • Achievethecore.org • STAR Reading • HMH Collections • Newsel

FSA Achievement Levels	<u>Level 1 Scale Scores</u>	<u>Level 2 Scale Scores</u>	<u>Level 3 Scale Scores</u>
	6 th 259-308	6 th 309-325	6 th 326-338
	7 th 267-317	7 th 318-332	7 th 333-345
	8 th 274-321	8 th 322-336	8 th 337-351

<p>Course Title(s) and Numbers</p>	<p>6th grade 1001010 M/J LA1 7th grade 1001040 M/J LA2 8th grade 1001070 M/J L</p> <p>Below Basic Lexile - Additional Reading Course 1008010 M/J Reading 1008040 M/J Reading 1008070 M/J Reading</p>	<p>6th grade 1001010 M/J LA 1 7th grade 1001040 M/J LA 2 8th grade 1001070 M/J LA 3</p> <p>Basic Lexile - Additional Reading Course 1008010 M/J Reading 1008040 M/J Reading 1008070 M/J Reading</p>	<p>6th grade 1001010 M/J LA 1 7th grade 1001040 M/J LA 2 8th grade 1001070 M/J LA 3</p> <p>Proficient Lexile - Additional Reading Course 1008010 M/J Reading 1008040 M/J Reading 1008070 M/J Reading</p>
<p>Instructional Model</p>	<p>Integrated into the regular Language Arts curriculum. The following practices must be included on a daily basis:</p> <ul style="list-style-type: none"> • Whole group explicit instruction • Small group differentiated instruction • Independent reading practice utilizing the classroom library materials, monitored by the teacher • Integration of NGSSS benchmarks specific to the subject area (biology, world history, etc.); a focus on informational text at a ration matching the new Florida English Language Arts (FSA-ELA) assessment • Opportunities for accelerated achievement in order to facilitate deep understanding of reading grade level texts 		

Nassau County School District
2018-19 High School Reading Intervention Requirements

Public school student progression; remedial instruction; reporting requirements.—

(3) INTENT.—It is the intent of the Legislature that each student’s progression from one grade to another be determined, in part, upon satisfactory performance in reading, writing, science, and mathematics; that district school board policies facilitate student achievement; that each student and his or her parent be informed of that student’s academic progress; and that students have access to educational options that provide academically challenging coursework or accelerated instruction pursuant to s. 1002.3105.

(4) COMPREHENSIVE STUDENT PROGRESSION PLAN.—Each district school board shall establish a comprehensive plan for student progression which must:

(a) Provide standards for evaluating each student’s performance, including how well he or she masters the performance standards approved by the State Board of Education.

(b) Provide specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the commissioner.

All Nassau County students found to have a substantial reading deficiency will receive instructional support through Integrated, Additional, or Extended Instruction.

District Diagnostic Assessments

The diagnostic assessments administered by the district are designed to determine the Lexile levels of students. The levels will be used to determine the type of reading support the student will receive, nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

Nassau County High Schools will use: The Achieve 3000 Differentiated Reading Program to determine the reading deficiency of all students who failed to master grade level expectations of the ELA standards as assessed on the FLORIDA STATE ASSESSMENT (FSA)- ENGLISH/LANGUAGE ARTS (ELA) .



College and Career Ready (CCR) Lexile Proficiency Bands

Grade	Below Basic	Basic	Proficient	Advanced
K	N/A	BR	0 to 279L	280 & Above
1	BR	0L to 189L	190L to 534L	535L & Above
2	BR to 219L	220L to 419L	420L to 654L	655L & Above
3	BR to 329L	330L to 519L	520L to 824L	825L & Above
4	BR to 539L	540L to 739L	740L to 944L	945L & Above
5	BR to 619L	620L to 829L	830L to 1014L	1015L & Above
6	BR to 729L	730L to 924L	925L to 1074L	1075L & Above
7	BR to 769L	770L to 969L	970L to 1124L	1125L & Above
8	BR to 789L	790L to 1009L	1010L to 1189L	1190L & Above
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11 / 12	BR to 984L	985L to 1184L	1185L to 1389L	1390L & Above

With the release of the College & Career Readiness Scores, (the score ranges that indicate Below Basic, Basic, Proficient, and Advanced performance in each grade) Lexile levels were adjusted to reflect increased expectations for college and career readiness. This work was done with Meta Metrics. To establish the new performance levels, Meta Metrics conducted an extensive study of college and career texts. The new score ranges more accurately reflect whether student are on track to comprehend college and career level texts by the end of high school.

ASSESSMENT/CURRICULUM DECISION TREE FOR STUDENTS SCORING BELOW LEVEL 3 ON FSA-ELA

*REFER TO CHART	BELOW BASIC	BASIC	PROFICIENT/ADVANCED
DIAGNOSTIC /PROGRESS MONITORING DATA	<p style="text-align: center;">Achieve 3000 Reading Program</p> <ul style="list-style-type: none"> • If Lexile fall in the below basic range, (see chart above) the student will be placed in the appropriate Intervention Course. • A focus on information text at a ration matching FSA/ELA Reading utilizing the Achieve 3000 Differentiated Program • Achieve 3000- Level Set 3 times a year, Lexile adjustments throughout the year. • Nassau County Parents will be notified in writing of their child’s reading deficiency and the instructional support designed to remediate the identified area of deficiency. • Additional reading instruction during school or after school. • All level 1 and 2 students will be placed in a block English Language Arts class with an Intensive Reading class and a Reading Endorsed/Certified teacher. 	<p style="text-align: center;">Achieve 3000 Reading Program</p> <ul style="list-style-type: none"> • If Lexile fall in the below basic range, (see chart above) the student will be placed in the appropriate Intervention Course. • A focus on information text at a ration matching FSA/ELA Reading utilizing the Achieve 3000 Differentiated Program • Achieve 3000- Level Set 3 times a year, Lexile adjustments throughout the year. • Nassau County Parents will be notified in writing of their child’s reading deficiency and the instructional support designed to remediate the identified area of deficiency. • All level 1 and 2 students will be placed in a block English Language Arts class with an Intensive Reading class and a Reading Endorsed/Certified teacher. 	<p>PROGRAM-SPECIFIC DIAGNOSTIC DATA: Achieve 3000 Level Set</p> <p>Continue with course specific Progress Monitoring</p> <p>If Lexile scores fall in the proficient or advanced range (see chart above) then place in the most rigorous ELA course available.</p>

<p>RELATED SKILLS THAT CONTRIBUTE TO LEXILE GROWTH</p>	<p>The district reading coach and teacher will analyze the student’s Achieve Diagnostic Student Report that provides estimated Oral Reading Fluency, Instructional reading level and FSA domain scores to determine areas of weakness and plan targeted differentiated instruction.</p> <p>Alphabetic: Decoding; Phonics; Phonology; Morphology Oral Language: Academic Language; Inferential & Narrative Language; Word Knowledge; Phonology Comprehension: Extracting & constructing meaning; connected text; grammar; syntax; Strategies; Text Organization and Structure; Metacognition</p>	<p>The district reading coach and teacher will analyze the student’s Achieve Diagnostic Student Report that provides estimated Oral Reading Fluency, Instructional reading level and FSA domain scores to determine areas of weakness and plan targeted differentiated instruction.</p> <p>Oral Language: Academic Language; Inferential & Narrative Language; Word Knowledge; Phonology Comprehension: Extracting & constructing meaning; connected text; grammar; syntax; Strategies; Text Organization and Structure; Metacognition</p>	<p>Oral Language: Academic Language; Inferential & Narrative Language; Word Knowledge; Phonology Comprehension: Extracting & constructing meaning; connected text; grammar; syntax; Strategies; Text Organization and Structure; Metacognition</p>
<p>MATERIALS TO SUPPORT READING INSTRUCTION</p>	<p><u>Grades 9-12</u> Additional Resources for all students:</p> <ul style="list-style-type: none"> • CPALMS.org resource center • Achievethecore.org • HMH Collections • Newseala • Achieve resources for Vocabulary and Comprehension • Classroom library materials • ReadWorks.org 	<p><u>Grades 9-12</u> Additional Resources for all students:</p> <ul style="list-style-type: none"> • CPALMS.org resource center • Achievethecore.org • STAR Reading • HMH Collections • Newseala • Achieve resources for Vocabulary and Comprehension • Classroom library materials • ReadWorks.org 	<p>Additional Resources for all students:</p> <ul style="list-style-type: none"> • CPALMS.org resource center • Achievethecore.org • HMH Collections • Newseala • Achieve resources for Vocabulary and Comprehension • Classroom library materials • ReadWorks.org