

# Union 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:** Stacey Rimes, Director of Curriculum and Accountability

**Contact Email:** [rimes@union.k12.fl.us](mailto:rimes@union.k12.fl.us)

**Contact Telephone:** 386-496-4884

## 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.

- 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	54	55	57	56	58	58	60

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	47	48	53	50	54	52	54

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	23	17	23	15	14
White/Hispanic	5	6	3	5	3	4	4
Economically Disadvantaged/Non-Economically Disadvantaged	20	17	21	16	16	14	12
Students with Disabilities/Students without Disabilities	37	34	37	30	35	26	24
English Language Learners/ Non-English (54) Language Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A

\* 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.**

The LEA funds one Reading Coach at each of the district's 3 schools to support staff through classroom modeling and professional development for instructional staff. In addition, coaches assist teachers with analyzing and disaggregating data and creating curriculum pacing guides to target standards-driven and data-driven instruction.

The LEA will send 2 Reading Coaches to the Summer Literacy Institute in Orlando during the Summer of 2018. These coaches will return to the district and conduct in-house trainings with ELA teachers.

The LEA will continue to purchase Achieve 3000 for grades 4th-8th to expose students to rigorous reading and writing passages to increase student achievement.

The LEA funds the Reading Endorsement classes and instructor for the district. Teachers are taught foundations of reading instruction, application of research-based instructional practices, foundations of assessments, foundations and applications of differentiated instruction and accommodating practicum to demonstrate accomplishments. Through this professional development, we are able to target specific initiatives such as explicit and systematic instruction, multisensory approaches and strategies, and new research developments with dyslexia. Educators in all levels K-12 and all content areas are participating in these courses in our district. The cross-curricular and cross-grade level collaboration on reading initiatives, research, and instructional and assessment strategies has positively impacted student performance in this district.

**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 three Reading Coaches collect student data and report their findings to the Superintendent, Director of Curriculum/Accountability, Director of ESE Services and Principals three times a year during staff meetings.

**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.**

School level progress monitoring data is collected through the use of

1. Performance Matters

UCHS (grades 9-12) - 4 times per year (August Pre Test and one at the end of each 9-week grading period)

LBMS (grades 5-8) - In addition to pre and post assessments, formative assessments are given on an average of 10 times per school year.

2. i-Ready Diagnostic  
LBES (grades K-4) - 3 times per year (August/September, January, April) LBMS (5th grade) - 3 times per year (August/September, January, April)
3. Achieve 3000 (informational text) -  
LBES (4th grade) This program is used to run daily assessments to determine student progress, explicit vocabulary instruction, comprehension monitoring and reading-writing connection. Initial level set, interim level set, and post assessments are given.  
LBMS (grades 5-8) Initial level set, interim level set, and post assessment
4. STAR Literacy- LBES and LBMS - 3 times per year - used to determine student's reading levels and growth
5. FLKRS - STAR Literacy - LBES Kindergarten within the first 30-days of school.
6. Write Score - Conducted 3 times per year at LBMS (grades 5-8) and UCHS (grades 9-10)
7. USA Test Prep (UCHS grades 9-10) - Formative assessments given throughout each unit to assess unit standards.

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

Principals and Reading Coaches report findings of data three times per year to the district level staff. Principals and district staff meet weekly to discuss the school data and progress toward goals. In addition, the administrators and district level staff meet during the summer for 2 days of "Boot Camp" to disaggregate state and local data comparisons to determine the professional development/staffing needs for the upcoming school year.

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

The Director of Accountability/Curriculum, Director of Secondary Education, and Director of ESE all collaborate with the schools (reading coaches and leadership team) to determine the appropriate curriculum, professional development, staff placement and the path of instruction for each student. Data drives all decisions made in this district.

**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?**

Director of Curriculum and Accountability collaborates with school-based principals to ensure that teachers have weekly lesson plans/annual focus calendars readily available for their principal which indicate that curriculum

and instructional strategies support state standards. The lesson plans are then submitted to the principal via Google Docs at the end of the year to be archived. In addition, school-based and district-level administrators conduct observations to check for learning goals that focus on content standards, as well as appropriate instructional strategies.

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

Yearly focus calendars and portfolios are collected at the end of the year. Teachers submit lesson plans to the principal via google docs which are shared with the Director of Curriculum and Accountability. In addition, principals have weekly leadership meetings to discuss data-driven instruction. After Performance Matters/i-Ready testing, teachers disaggregate data individually and as grade-level/subject area teams to determine which standards are being mastered or need remediation.

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

Principals and Reading Coaches collect and analyze data results on a continuous basis. This is discussed at team meetings which is then shared with the district-level administrators by principals at weekly staff meetings. In addition, local progress monitoring assessments are shared with district level staff, including the superintendent, three times a year.

**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 Director of Curriculum and Accountability oversees the funding sources used to purchase the curriculum and software to provide the variety of mediums for each content area.

**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 purchases the following software and curriculum then ensures that staff are trained to implement the curriculum:

LBES: i-Ready, Story Works, Achieve 3000 (4th-grade), Reading Series - Journeys, Ready LAFS practice books, Core Connections for writing, Monthly Periodicals - Ranger Rick, Scholastic News

LBMS: i-Ready (5th-grade), Achieve 3000, Core Connections, Write Score, Engage New York, Ready LAFS practice books, Monthly Periodicals - Scope Magazine

UCHS: Core Connections, Write Score (grades 9-10), USA Test Prep

**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?**

Director of ESE, Christie Whitehead

**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)?**

-An UDL training is scheduled for the entire district staff for the first professional development day in September. This training is designed for teachers to develop a plan for more effectively meeting the needs of all students.

Teachers will be expected to maintain comprehensive lesson plans which include notes and references to differentiate instruction.

-Performance Matters is used in grades 5-12 for progress monitoring to determine deficiencies in specific standards. i-Ready is also used in grades K-5 for this purpose.

-MTSS(Multi-tiered System of Support) meetings are conducted monthly to collect evidence and discuss specific student concerns. Teachers are given instructional strategies to use with struggling students. At the school level, implementation and fidelity are monitored by monthly MTSS student reviews, walk-throughs by administrators, and paper tracking of data that shows date, time spent, and what type of intervention was used. At the monthly MTSS meetings, the team decides whether to intensify or fade interventions after they review the data and whether or not the student shows improvement or lack of progress. We try to give 4-6 weeks to determine if an intervention is effective.

- ELL students are enrolled in core classes like non-ELL students. They are placed in ESOL certified teachers' classrooms when possible.

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

Instructional coaches and principals share data results/student concerns three times a year with the superintendent and district-level staff.

-The lesson plans are updated weekly and are readily available for district and school-based administrators to view at any time.

-Performance Matters collected -

UCHS - 4 times per year (August Pre-Test, one at the end of the first three 9 weeks)

LBMS (grades 5-8) - In addition to pre and post assessments, formative assessments are given on an average of 10 times per school year.

i-Ready Diagnostic

LBES (grades K-4) - 3 times per year (August/September, January, April)

LBMS (5th grade) - 3 times per year (August/September, January, April)

-MTSS is conducted monthly with staff and progress monitoring data is collected/discussed at this time.

- 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 needs;
- 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?**

Barry Sams, Director of Personnel and Secondary Education.

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

District Reading Endorsement classes are funded to pay an inhouse instructor through the Reading Instruction Allocation. This instructor will incorporate the latest requirements revolving around multi-sensory instruction and dyslexia. The instructor has formulated a plan to cover all 5 competencies over a 2-year cycle. The instructor receives \$800 - \$1,200 per class depending on the number of participants.

- 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?**

Barry Sams, Director of Personnel and Secondary Education

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

Other district federal funding (Title IA, Title IIA, IDEA and Title V) to support professional development.

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

Lake Butler Elementary School-1 Lake  
Butler Middle School-1 Union County  
High School-1

- 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.**

Trending several years, ELA has hovered around the state level at all three schools. As a result, the district has chosen to place a reading coach at each level. Coaches are normally chosen from within the district and the school where there is familiarity with the setting, students, and staff. It is critical that the coach has the background knowledge (comprehension, fluency, vocabulary, phonemic awareness, etc.), but they must also have a good rapport with the staff. The coaches are instructed to close the achievement gap by focusing on the lowest quartile as well as Tier 2 and 3 students. This is accomplished through professional development targeting specific reading strategies and best practice. The Reading Endorsement courses are offered through a reading coach to all district teachers. Two other reading coaches are attending the Summer Literacy Conference hosted by JRF in July with the goal of training teachers in multi-sensory and dyslexia strategies.

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

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

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

We are a data-driven district, so one of our strongest indicators of the Reading Coaches effectiveness is local and state data results. All professional development activities are decided based on deficient areas. For example; our reading scores were low across the district in “Integration of Knowledge”, so professional development trainings revolved heavily around this area to increase scores.

In addition, administrative staff conduct observations on the Reading Coaches in the classroom setting. The coaches are expected to complete an Individual Professional Development Plan, as well as, turn in a portfolio at the end of the year sharing best practices and collaboration with teachers during the year.

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

Approximately \$160,000

**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?**

No reading intervention teachers are paid from the K12 Plan. Four interventionists are paid from federal funding. The Reading Instruction Allocation pays for 3 reading coaches (1 at each level).

**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.**

The district chose to place the interventionists at the elementary level in an attempt to close the achievement gap in Kindergarten through 3rd-grade. These teachers are assigned to an individual grade level to support the students with learning gaps through small group instruction.

**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?**

\$0

**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.:**

Achieve 3000 (4th-8th grade) and Write Score (5th-10th grade). At this time, Union County School District is researching all instructional material options addressing multisensory/dyslexia to meet the requirements. We are currently using Cindy Cupp, Saxon Phonics and Secret Stories in conjunction with multisensory strategies such as: elkonin boxes, syllabboards and letter tiles to close achievement gaps for our Tier 3 students in the additional instruction time.

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

\$42,525.00 for the above supplemental instructional materials

**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.**

The district will use local/SAI funding to purchase instructional materials/software.

**Summer Reading Camps**

Please complete the following questions regarding SRC.

- 1. **SRC Supervisor Name:** Maria Kish
- 2. **Email Address:** [Kishm@union.k12.fl.us](mailto:Kishm@union.k12.fl.us)
- 3. **Phone Number:** (386) 496-3047
- 4. **Please list the schools which will host a SRC:**

Lake Butler Elementary School

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

- a. **Start Date:** 6/4/2018
- b. **Which days of the week is SRC offered:** Monday - Thursday
- c. **Number of instructional hours per day in reading:** 6
- d. **End Date:** 6/28/18
- e. **Total number of instructional hours of reading:** 96

**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.?**

All of our third grade SRC teachers are highly effective teachers and fifty percent have their Reading Endorsement. The teachers were chosen based on their high levels of success with struggling readers and students who lack motivation.

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

12:1 or fewer

**8. Will students in grades other than grade 3 be served as well?**

If so, which grade level(s)? Students in grades K-4 will be served in addition to 3rd-graders scoring level 1.

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

Students at Lake Butler Elementary will use i-Ready's final diagnostic (3rd assessment) as the pretest for Summer Reading Camp. Students will take an i-Ready diagnostic assessment at the end of SRC. Third graders that meet the cut score of 50th percentile will be promoted to 4th grade.

**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	0.00	
District expenditures on reading coaches	155,121.94	
District expenditures on intervention teachers	0.00	
District expenditures on supplemental materials or	42,525.00	
District expenditures on professional development	8,860.06	
District expenditures on summer reading camps	0.00	
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0.00	
Flexible Categorical Spending	0.00	
	Sum of Expenditures	206,507.00
	Amount of district research-based reading instruction allocation for 2018-2019	206,507.00

APPENDIX A

K12 Reading Plan  
April 9, 2018  
8:15 – 11:00

- 8:15- 9:00 Overview of the K12 Reading Plan  
9:00-10:00 Review 17-18 plan and formulate a plan for the 18-19  
year  
10:00-11:00 Begin writing the K12 Plan as a district team  
11:00 Next meeting April 23, 2018. Reading Coaches will  
work on decision trees

People in attendance:

Stacey Rimes, Director of Accountability and Curriculum

Stacey Rimes

Christie Whitehead, Director of ESE and Student Services

Christie Whitehead

Marie Pittman, Secretary

Marie Pittman

Lindsay Harrison, Reading Coach (elementary)

Lindsay Harrison

Pam O'Steen, Reading Coach (middle)

Pam O'Steen

Julee Ricketson, Reading Coach (high school)

Julee Ricketson

K12 Reading Plan  
April 23, 2018  
8:15 – 10:00

8:15- 9:00      Review Decision Trees created by Reading Coaches  
9:00-10:00     Finalize 18-19 plan

People in attendance:

Stacey Rimes, Director of Accountability and Curriculum

Stacey Rimes

Barry Sams, Director of Secondary Education/Personnel

Barry Sams

Marie Pittman, Secretary

Marie Pittman

Lindsay Harrison, Reading Coach (elementary)

Lindsay Harrison

Pam O'Steen, Reading Coach (middle)

Pam O'Steen

Julee Ricketson, Reading Coach (high school)

Julee Ricketson

## 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;



Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p><b>K-4<sup>th</sup> Grade I-Ready Diagnostic Assessment</b></p> <p>Assessed on LAFS grade level Standards</p> <p>Administered 3 x annually</p>	<p><b>Assessment Period 1:</b> August/ <del>September</del> 2018</p> <p><b>Assessment Period 2:</b> <del>December</del> 2018</p> <p><b>Assessment Period 3:</b> <del>May</del> 2019</p>	<p>Student's score is at or above grade level. (Green Success Zone)</p>	<p>Continue with systematic and explicit instruction that follows a developmental reading continuum including instruction requiring higher order thinking in comprehension, vocabulary, oral language, phonics and fluency at the word and/or connected text level.</p>	<p>-Core Reading Program: Journeys and Scholastic Storyworks -I-Ready Program (K-4) -Saxon Phonics (K-2) -Thinking Maps, Think-Pair-Share, Text Features, QAR, Syllabards, Metacognitive Strategies, Essential Six Strategies, Junior Greatbooks (2-4), Comprehension Instructional Sequence, Achieve3000 (Grade 4), Multisensory instruction techniques</p>
	<p>Student's score is 1 grade level behind. (Yellow Success Zone)</p>	<p>Students scoring in the Yellow Success Zone will need to receive intensified interventions (more time and smaller group size). This intervention will be according the standards that are flagged as non-mastery on the diagnostic assessment. Parents will be notified within 30 days of diagnostic assessment. Students may be candidates for additional instruction in after school tutoring (1 hr. x 4 days/week)</p>	<p>-Core Reading Program &amp; Supplemental Intervention Reading Program (Journeys, Saxon, SRA, Secret Stories, Great Leaps, CIS model) -Daily small group differentiated intervention targeted to meet student's instructional needs delivered <b>within</b> the 90-minute reading block. -Use the profile of scores to determine areas of strengths and weaknesses to target intervention with phonological awareness, letter-sound correspondence, vocabulary, and oral language. -Differentiated Computer-Based Instruction via I-Ready (K-4) and Achieve3000 (Grade 4) -Use of I-Ready supplemental PDFs as guided by the</p>	
	<p>Student's score is 2 or more grade levels below expectation. (Red Success Zone)</p>	<p>Students scoring in the Red Success Zone will be identified as having a substantial reading deficiency. We will notify parents of the student's deficiency and begin MTSS. We will provide more intensive instruction through additional time, smaller group size, and more targeted instruction with the assistance of reading interventionists and para-professionals. Students are invited to participate in after school</p>	<p>-Core Reading Program &amp;-Supplemental Intervention Reading Programs: Journeys, SRA, Saxon, Secret Stories, Great Leaps, I- Ready individualized instruction (K-4) and Achieve3000 (2-4). -Daily small group differentiated intervention <b>within</b> the 90-minute reading block targeted to meet student's instructional needs. <b>Additional</b> small group or individualized differentiated intervention <b>outside</b> the 90-minute reading block to close gaps. -Differentiate Grouping/Time/Instruction based on skill deficits: For example, if students read fluently, focus on comprehension strategies and vocabulary. If fluency is a struggle, focus on fluency (rate and accuracy) strategies. If high error rate/low</p>	

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

Progress Monitoring Assessments	Date(s)			If	Then	Programs/Materials/Strategies
Kindergarten STAR Early Literacy Assessment	First 30 Days of School			Scaled Score 497-529	Continue with enhanced instruction that follows a developmental reading continuum including oral language, phonological awareness, phonics, vocabulary, and comprehension.	Core Reading Programs: Journeys, Saxon Phonics Scholastic News, Computer-based differentiation through I-Ready, <a href="http://www.starfall.com">www.starfall.com</a> , leveled readers
				Scaled Score 438-496	Students in this tier will receive in-class small group differentiated instruction. Intervention will be given according to the students' weak areas as identified by STAR Early Literacy Assessment _____	Core Reading Programs: Journeys, Saxon Phonics Scholastic News, I-Ready, <a href="http://www.starfall.com">www.starfall.com</a> , leveled readers, Supplemental Intervention Materials, Great Leaps, Flashcards, Elkonin boxes, and other multisensory strategies,
				Scaled Score 437 and Below	Students scoring 437 or below will receive more intensive in-class remediation by a teacher (more time, smaller group) with a narrower, skill-based focus. These students will be afforded the opportunity to attend after school tutoring for additional remediation outside of class time. Students scoring in the RED based on scale score will be placed on MTSS and discussed by the child study team.	In addition to core reading programs and supplemental intervention materials listed above, students in this tier will receive teacher-directed, standards-based, intensive interventions in a variety of mediums to include but not limited to: Smartboard activities, flashcards, manipulatives, Elkonin boxes, sorts, songs, kinesthetic approaches (hand/body)
3 <sup>rd</sup> and 4 <sup>th</sup> Grade FSA ELA				Level 3, 4, or 5	Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, oral language, phonics and fluency at the word and/or connected text level.	-Core Reading Program: Journeys, LAFS Ready Book, Storyworks -Thinking Maps, Think-Pair-Share, Text Features, Metacognitive Strategies, Essential Six Strategies, Junior Greatbooks,
				Level 2	Students scoring in the Yellow Success Zone will need to receive intensified interventions (more time and smaller group size). This intervention will be according the standards that are flagged as non-mastery. Parents will be notified that the student scored below grade level.	-Core Reading Program & -Supplemental Intervention Reading Program (Storyworks, LAFS Ready Book, SRA, Secret Stories, Great Leaps) -Daily small group differentiated intervention targeted to meet student's instructional needs delivered within the 90-minute reading block.
				Level 1	Students scoring in the Red Success Zone will be identified as having a substantial reading deficiency. We will notify parents of the student's deficiency and begin MTSS. We will provide more intensive instruction through additional time, smaller group size, and more targeted instruction with the assistance of interventionists and para-professionals. 3 <sup>rd</sup> Graders scoring level 1 will come to the Summer Reading Camp and will take I-Ready Diagnostic in order to determine pass/fail.	-Core Reading Program & -Supplemental Intervention Reading Programs: Journeys, SRA, Secret Stories, Great Leaps or other differentiated intervention <b>via para or interventionist outside of the reading block</b> , and Individualized computer-based instruction via Achieve3000 and I-Ready. -Daily small group or individualized differentiated intervention <b>within</b> the 90-minute reading block targeted to meet student's

Materials/Activities Chart			Grades K-4
	PROGRAMS/MATERIALS	ACTIVITIES	
PHONOLOGICAL AWARENESS	<ul style="list-style-type: none"> <li>Journeys</li> <li>SRA Early Interventions</li> <li>Words Their Way</li> <li>Saxon Phonics</li> </ul>	<ul style="list-style-type: none"> <li>Great Leaps</li> <li>I-Ready (K-4)</li> <li>Achieve 3000 (2<sup>nd</sup>-4<sup>th</sup>)</li> </ul>	Great Leaps, Blending Exercises with Hand Motions/Kinesthetic, Syllable Activities, Thinking Maps, Secret Stories, Picture Sorts, and FCRR.org Center Resources for Phonological Awareness
PHONICS	<ul style="list-style-type: none"> <li>Journeys</li> <li>Great Leaps</li> <li>Timed Reading</li> </ul>	<ul style="list-style-type: none"> <li>Saxon Phonics (K-2<sup>nd</sup>)</li> <li>I-Ready (K-4)</li> </ul>	Word Sorts, Great Leaps, Secret Stories, FCRR.org Center Resources for Phonics, Phonics Puzzles, Flashcards, Thinking Maps, and Blending Exercises, Syllabards
FLUENCY	<ul style="list-style-type: none"> <li>Journeys</li> <li>Junior Great Books</li> <li>Secret Stories</li> </ul>	<ul style="list-style-type: none"> <li>Great Leaps</li> <li>Achieve 3000 (2<sup>nd</sup>-4<sup>th</sup>)</li> <li>Saxon Phonics (K-2<sup>nd</sup>)</li> </ul>	Paired Reading, Timed Reading, Books on CD, Reader's Theater, Choral Reading, Echo Reading, Rehearsal Reading, Great Leaps, Reader's Theater, FCRR.org Center Resources for Fluency
VOCABULARY	<ul style="list-style-type: none"> <li>Journeys</li> <li>Achieve 3000 (4<sup>th</sup>)</li> <li>Junior Great Books</li> </ul>	<ul style="list-style-type: none"> <li>Story Works</li> <li>LAFS Ready Book (1<sup>st</sup>-4<sup>th</sup>)</li> <li>I-Ready (K-4)</li> </ul>	Thinking Maps, Tiered Words, Text Talks, Word Walls, Word Sorts, Junior Great Books, Vocabulary Graphic Organizers and Foldables, Complex Texts, Explicit Vocabulary Instruction, FCRR.org Center Resources for Vocabulary
COMPREHENSION	<ul style="list-style-type: none"> <li>Journeys- Houghton Mifflin</li> <li>Achieve 3000 (4<sup>th</sup>)</li> <li>Story Works</li> <li>Junior Greatbooks</li> </ul>	<ul style="list-style-type: none"> <li>Complex texts</li> <li>LAFS Ready Book (104)</li> <li>I-Ready (K-4)</li> <li>I-Ready Close Reading (2-4)</li> </ul>	Thinking Maps, H.O.T. Strategies, Inquiry-Based Discussions, Graphic Organizers, CIS model, Text Feature Analysis, Reciprocal Teaching, QAR (Question Answer Relationship), Accelerated Reader, KWL Charts, Activating Background Knowledge, Think-Pair-Share, FCRR.org Center Resources for Comprehension

Students who are two or more levels behind grade level on the I-Ready Diagnostic Assessment are identified as having a substantial reading deficiency. Students who score a level 1 on FSA are identified as having a substantial reading deficiency. Parents will be notified within 30 days of the assessment results.

Students will also be targeted for intensive intervention who fall in the lowest quartile on FSA in 3<sup>rd</sup> grade.

2018-2019 DT3 - Union County High School

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p><b>Performance Matters Assessment Grades 9-12</b></p> <p>Assessed on LAFS grade level Standards</p> <p>Administered 3 x annually</p>	<p><b>Assessment</b></p> <p><b>Period 1:</b></p> <p>August 2018</p>	<p>Student's score is at or above 70% (Green Success Zone)</p>	<p>Students scoring in the Green Success Zone will continue with enhanced instruction in high-level reasoning skills, vocabulary, and reading comprehension strategies.</p>	<ul style="list-style-type: none"> <li>● Core 53-minute ELA block</li> <li>● Core Reading Program: Houghton Mifflin               <ul style="list-style-type: none"> <li>○ Thinking Maps, Think-Pair-Share, Metacognitive Strategies, Essential Six Strategies, Comprehension Instructional Sequence, Close Reading</li> </ul> </li> </ul>
	<p><b>Assessment</b></p> <p><b>Period 2:</b></p> <p>December 2018</p>	<p>Student's score is 51-69% (Yellow Success Zone)</p>	<p>Students scoring in the Yellow Success Zone will receive intensified interventions (more time and smaller group size). This will be based on the standards that were not mastered.</p>	<ul style="list-style-type: none"> <li>● Core Reading Program: Houghton Mifflin               <ul style="list-style-type: none"> <li>○ Small group differentiated intervention targeted to meet student's instructional needs delivered within the 53- minute ELA block, co-teach model implemented school- wide</li> <li>○ Thinking Maps, Think-Pair-Share, Metacognitive Strategies, Essential Six Strategies, Comprehension Instructional Sequence, Close Reading, Extended Discussion, Guided Practice, Critical Thinking and Study Skills</li> </ul> </li> </ul>
	<p><b>Assessment</b></p> <p><b>Period 3:</b></p> <p>April 2019</p>	<p>Student's score is at or below 50% (Red Success Zone)</p>	<p>Students scoring in the Red Success Zone will be identified as having a reading deficiency. Parents will be informed of the student's deficiency. More intensive instruction will be provided through additional time, smaller group size, and more targeted instruction with the assistance of interventionist and classroom teacher.</p>	<ul style="list-style-type: none"> <li>● Core Reading Program Houghton Mifflin               <ul style="list-style-type: none"> <li>○ Daily Small group differentiated intervention targeted to meet student's instructional needs delivered within the 53-minute ELA block, co-teach model implemented school-wide</li> <li>○ Metacognitive Strategies</li> <li>○ Direct &amp; Explicit Comprehension Instruction</li> <li>○ Graphic Organizers, Think Alouds, Guided Practice</li> <li>○ Essential Six, One on One Tutoring, Scaffolding, Critical Thinking and Study Skills</li> <li>○ USA Test Prep used 45 minutes weekly to remediate weak standards</li> </ul> </li> </ul>

Assessments	Date(s)	If	Then	Programs/Materials/Strategies
FSA ELA Grades 9-12	May 2019  Retakes September 2018 February/ March 2019	Level 3, 4, or 5	Students scoring in the Green Success Zone will continue with enhanced instruction in high-level reasoning skills, vocabulary, and reading comprehension strategies	<ul style="list-style-type: none"> <li>Core 53-minute ELA block</li> <li>Core Reading Program: Houghton Mifflin <ul style="list-style-type: none"> <li>Thinking Maps, Think-Pair-Share, Metacognitive Strategies, Essential Six Strategies, Comprehension Instructional Sequence, Close Reading</li> </ul> </li> </ul>
		Level 2	Students scoring in the Yellow Success Zone will receive intensified interventions (more time and smaller group size). This will be based on the standards that were not mastered.	<ul style="list-style-type: none"> <li>Core Reading Program: Houghton Mifflin <ul style="list-style-type: none"> <li>Small group differentiated intervention targeted to meet student's instructional needs delivered within the 53-minute ELA block, co-teach model implemented school-wide</li> <li>Thinking Maps, Think-Pair-Share, Metacognitive Strategies, Essential Six Strategies, Comprehension Instructional Sequence, Close Reading, Extended Discussion, Guided Practice, Critical Thinking and Study Skills</li> </ul> </li> <li>Intensive Reading - 11-12th grade students scoring Level 2 will be enrolled in a 53-minute intensive reading class along with 53-minute Language Arts instruction until graduation requirement has been met through ACT/SAT/FSA Retake.</li> </ul>
		Level 1	Students scoring in the Red Success Zone will be identified as having a reading deficiency. Parents will be informed of the student's deficiency. More intensive instruction will be provided through additional time, smaller group size, and more targeted instruction with the assistance of interventionist and classroom teacher.	<ul style="list-style-type: none"> <li>Core Reading Program Houghton Mifflin <ul style="list-style-type: none"> <li>Daily Small group differentiated intervention targeted to meet student's instructional needs delivered within the 53-minute ELA block, co-teach model implemented school-wide</li> <li>Metacognitive Strategies</li> <li>Direct &amp; Explicit Comprehension Instruction</li> <li>Graphic Organizers, Think Alouds, Guided Practice</li> <li>Essential Six, One on One Tutoring, Scaffolding, Critical Thinking and Study Skills</li> <li>USA Test Prep used 45 minutes weekly to remediate weak standards</li> </ul> </li> <li>Intensive Reading - 11-12th grade students scoring Level 1 will be enrolled in a 53-minute intensive reading class along with 53-minute Language Arts instruction until graduation requirement has been met through ACT/SAT/FSA Retake.</li> </ul>

For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) students will receive one-on-one instruction and tutoring before or after school to assist with skill work and practice. Data will be used to assess areas of need and to provide the support for each student.