

# Walton 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:** Kimberly Stafford

**Contact Email:** [staffordk@walton.k12.fl.us](mailto:staffordk@walton.k12.fl.us)

**Contact Telephone:** 850-892-1100 ext 1363

## 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	60	61	61	62	62	64	66

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	55	56	56	58	54	60	62

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	36	26	36	33	34	27	24
White/Hispanic	17	16	17	15	16	13	11
Economically Disadvantaged/Non-Economically Disadvantaged	25	23	28	22	24	20	17
Students with Disabilities/Students without Disabilities	39	34	44	32	40	28	26
English Language Learners/ Non-English Language Learners	38	36	40	34	34	30	25

\* Values for subsequent years will be entered once results are available in order to track progress toward the 2020 goal.

## 2. Explain how expenditures from the allocation are expected to impact student achievement in relation to your district goals.

Expenditures from the reading allocation will be used in the following ways and are expected to have the following impact:

~Professional Development related to Reading Endorsement: Building capacity of teacher participants to enhance instruction in the core areas of reading leading to increased student outcomes on ELA FSA

~ Professional Development related to ESOL Endorsement: Building capacity of teacher participants to enhance instruction for all learners, leading to increased student outcomes on ELA FSA for all students, particularly English Language Learners.

~ Professional Development related to standards-aligned instructional materials: Effective utilization of standards-aligned materials including materials which call for students to read/write/speak in response to daily exposure to complex grade level and

stretch text, leading to increased student outcomes on ELA FSA for all students  
~ Professional Development related to standards-aligned instruction: Effective standards-aligned instruction which builds broad knowledge, exposes students to complex text and ideas, and engages students in reading/writing/viewing/listening/speaking using text-based evidence leading to increased student outcomes on ELA FSA for all students

~ Professional Development related to Universal Design for Learning (UDL) Principles for ELA Instruction: Utilizing UDL principles to plan lessons/units enables all students to access increasingly complex text through multiple means of representation, action/engagement and engagement.

~ Professional Development for reading coaches, teachers, and 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. This training will 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.

~ Reading Coaches: Reading Coaches are job-embedded professional developers who support teachers in implementing research-based best practices including UDL principles, providing engaging standards-aligned instruction, designing lessons using UDL principles, critiquing instructional materials, reaching all learners, engaging in multi-tiered problem solving, etc. leading to increased student outcomes on ELA FSA.

~ High quality core instructional materials and training.

~ High quality intervention materials and training.

~ Coordinator of Student Services: The Coordinator of Student Services supervises Reading Coaches and coordinates ongoing ELA professional development opportunities for Reading Coaches, Teachers, Administrators; monitors implementation of ELA initiatives including standards-aligned materials and instruction; analyzes student data and engages in the multi-tiered problem solving process leading to increased student outcomes on ELA FSA.

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

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

The Coordinator of Instructional Support is responsible for collecting and reviewing student progress monitoring data. Reading Coaches will collect and review the data for each of their assigned schools. Reading Coaches participate in quarterly data chats at their assigned schools. The Coordinator of Instructional Support meets with Reading Coaches for district data chats quarterly in order to ensure progress towards district goals.

**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.**

The district will collect the following progress monitoring data to determine that students are progressing district goals:

- ~ K: STAR Early Literacy
- ~ 1st-10th: STAR Reading
- ~ 11th - 12th students scoring Level 1 on 10th grade FSA: STAR Reading

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

Progress monitoring data will be collected and reviewed by the district three times per year for all K-10th grade students as well as 11th and 12th grade students scoring Level 1 on ELA FSA.

The Coordinator of Instructional Support coordinates professional development opportunities and uses data in a tiered approach to assign Reading Coaches to schools. Reading Coaches and Principals create a Literacy Care Plan based on student data, school improvement goals and classroom walkthrough data to support teachers in providing standards-aligned instruction. The Reading Coaches and Coordinator of Instructional Support review each school's Literacy Care Plan after each data collection period. The Coordinator of Instructional Support also collaborates with each school principal to regarding classroom walkthroughs focused on standards-aligned instruction. The Coordinator of Instructional Supports collaborates with the Schools and Leadership Specialist to provide systemic support for school-based administrators through School Improvement walktroughs in order to heighten focus on and maximize supports of standards-aligned instruction.

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

District MTSS Liaisons in the Academic and Behavior Support (ABS) Department are responsible at the district level for ensuring the fidelity of interventions for students not progressing towards district goals. Progress monitoring results are analyzed by the Academic and Behavior Support Team through the lens of a multi-tiered system of support (MTSS) in order to inform supports provided by the Curriculum and Instruction Department.

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

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

The Coordinator of Instructional Support coordinates professional development opportunities and uses data in a tiered approach to assign Reading Coaches to schools. Reading Coaches and Principals create a Literacy Care Plan based on student data, school improvement goals and classroom walkthrough data to support teachers in providing standards-aligned instruction. The Reading Coaches and Coordinator of Instructional Support review each school's Literacy Care Plan after

each data collection period. The Coordinator of Instructional Support also collaborates with each school principal to regarding classroom walkthroughs focused on standards-aligned instruction. The Coordinator of Instructional Supports collaborates with the Schools and Leadership Specialist to provide systemic support for school-based administrators through instructional rounds/ learning walks in order to heighten focus on and maximize supports of standards-aligned instruction.

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

Principals utilize the WCSD teacher evaluation instrument to ensure classroom instruction is aligned to grade-Florida Standards. As part of classroom walkthroughs, principals also utilize the Florida Standards app on their devices to determine if instruction and assignments meet the demands of the Florida Standards. Evaluation results are uploaded into Baseline Edge, the talent management system WCSD utilizes. Additionally, the Coordinator of Instructional Supports conducts school visits on a tiered basis with Tier III schools receiving more frequent visits and supports.

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

Evidence of standards-aligned instruction will be collected each semester at the district level.

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

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

The Coordinator of Instructional Support will be responsible for ensuring that schools have access to informational text for each content area in a variety of mediums

**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?**

WCSD ensures that schools have access to a variety of mediums by:

- Supporting leveled book rooms at K-4 and K-5 schools
- Providing Thomson Gale Database access to all teachers and students
- Providing Achieve 3000 for 6-12 schools
- Providing Teengagement for all 6-8 schools
- Providing professional learning support opportunities for all K-12 teachers in accessing, choosing, and using increasingly complex text
- Providing professional learning support opportunities for all K-12 media specialists in accessing, choosing, and using/supporting teachers with increasingly complex text
- Providing coaching support for administrators, teachers and media specialists regarding ways to maximize instructional effectiveness through complex text

Additionally, each campus receives Reading Coach support. A priority task for Reading Coaches is providing support for teachers and media specialists in

accessing each of the above. Support for Literacy Coaches towards meeting this expectation occurs during monthly Reading Coach meetings and administrative review by the Coordinator of Instructional Supports.

**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?**

The Coordinator of Instructional Support will ensure that all classroom instruction is accessible to the full range of learners using UDL principles.

**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)?**

During the 2014-15 school year, district leaders - including the Coordinator of Instructional Supports - attended Universal Design for Learning (UDL) training in order to facilitate professional learning opportunities for Reading Coaches in 2015-16. During 2015-16 the Reading Coach Team engaged in a Professional Learning Community (PLC) which focused on UDL Principles in K-12 settings. The Literacy Coach Team created a UDL Lesson Planning Template which they shared with all principals and teachers as a planning option for the 2016-17 school year. The Literacy Coaches provided support to all K-12 teachers including ESE teachers in using UDL principles when planning lessons either using the UDL Lesson Planning Template or another principal-approved template. The Reading Coach Team also uploaded a tutorial video to the district website. This video can be accessed by all stakeholders and can be used to increase awareness of UDL principles. Also, district leaders and school administrators attended Differentiated Instruction professional development facilitated by Jodi O'Meara during the 16-17 school year in order to continue to build knowledge in UDL principles. It is the district's expectation that school administrators will use this information to lead their teachers in instructional best practices. Coaches will use this knowledge to provide support to teachers and teams by modeling UDL aligned lessons and supporting instructional planning discussions. Additionally, ongoing support will continue to be provided to administrators through monthly professional development opportunities which embed UDL principles into instructional leader knowledge-building discussions. During the 17-18 school year, the district will continue to provide access to Differentiated Instruction and Universal Design for learning professional development modules coupled with coaching support.

Specific evidence to be collected includes, but is not limited to:

- The Coordinator of Instructional Support will review Reading Coach logs which include documentation of professional learning opportunities, coaching conversations, and demonstration lessons reflection notes which highlight UDL principles
- The Coordinator of Instructional Support will collect Principal meeting notes that capture conversations and knowledge building regarding UDL, agendas and sign-in sheets for Principal meetings
- Principals will collect and review lesson plans which demonstrate use of UDL principles
- Principals will document feedback sessions with teachers who need support with effective instructional design and delivery

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

Evidence will be collected each semester.

- 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?**

The Coordinator of Instructional Support ensures that every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the district master inservice plan.

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

\$55,048.84

- 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?**

The Coordinator of Instructional Support ensures that this training is entered into the master inservice plan and is subsequently provided to reading coaches, classroom teachers and school administrators.

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

Yes



## **Reading/Literacy Coaches**

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

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

[http://www.walton.k12.fl.us/\\_cache/files/5/1/516d949b-036f-4842-a582-4c269d0bdcd3/D6E07E2619523358D070D7ABEE82508E.reading-coach.pdf](http://www.walton.k12.fl.us/_cache/files/5/1/516d949b-036f-4842-a582-4c269d0bdcd3/D6E07E2619523358D070D7ABEE82508E.reading-coach.pdf)

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

WCSD fully engages in the MTSS (Multi-tiered System of Support) model. As part of the MTSS approach, district Reading Coaches' scheduling will be as follows, ensuring that all schools receive tiered ELA support from either a District Reading Coach or the Coordinator of Instructional Support:

Tier 1 Schools (low-risk): Schools making adequate growth and implementing literacy instruction with a high level of fidelity will receive periodic visits from either the District Reading Coach or the Coordinator of Instructional Support. All teachers and administrators at Tier I schools will be offered district-wide reading professional development opportunities.

Tier 2 Schools (moderate risk): Schools making uneven growth will receive scheduled visits by a District Reading Coach to provide feedback and support as part of the coaching process as well as customized, job-embedded professional learning opportunities and coaching.

Tier 3 Schools (high risk): Schools not making adequate growth and implementing literacy instruction with an uneven/low level of fidelity will receive more frequent intensive, regularly scheduled visits from a District Reading Coach to provide feedback and support as part of the coaching process as well as customized, job-embedded professional learning opportunities.

- 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:3
- Middle:1
- High:1

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

The Non-Classroom Instructional Coach evaluation instrument will be used for the Administrative Evaluation component of the Reading Coaches' evaluation. The Administrative Evaluation component comprises one third of the coaches' evaluation. This model can be found at <http://www.walton.k12.fl.us/index.cfm?p=instruction-evaluation-guideand> . In addition, one third of the Reading Coaches' evaluation is comprised from state student performance measures and the final one third comes from the Reading Coaches' administrator-approved Deliberate Practice.

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

\$350,310.08

**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?**

None

**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?**

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.:**

Fountas and Pinnell LLI  
Sonday Systems  
Learning A-Z  
Imagine Learning  
ReadyGen  
ELA Study Island  
SpringBoard  
Achieve 3000  
Teengagement

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

\$30,026.64

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.**

Supplemental Academic Instruction; Instructional Materials

### **Summer Reading Camps**

**Please complete the following questions regarding SRC.**

1. **SRC Supervisor Name:**Kimberly Stafford
2. **Email Address:**[staffordk@walton.k12.fl.us](mailto:staffordk@walton.k12.fl.us)
3. **Phone Number:**850-892-1100 ext 1363
4. **Please list the schools which will host a SRC:**  
Freeport Elementary; West DeFuniak Elementary
5. **Provide the following information regarding the length of your district SRC:**
  - a. **Start Date:**June 13, 2018
  - b. **Which days of the week is SRC offered:**Monday through Thursday
  - c. **Number of instructional hours per day in reading:**4.5
  - d. **End Date:**July 26, 2018
  - e. **Total number of instructional hours of reading:**85.5
6. **Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?**

Yes

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

12:1

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

No

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

Ongoing progress monitoring on Running Records, STAR, Imagine Learning. Portfolio, SAT-10 and STAR passing rates.

**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	5% 25,000.00
District expenditures on reading coaches	74.5% \$372, 843.98
District expenditures on intervention teachers	0%
District expenditures on supplemental materials or interventions	6% \$30,026.64
District expenditures on professional development	11% 55,048.84
District expenditures on summer reading camps	3.5% \$17,515.54
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0%
Flexible Categorical Spending	0%
Sum of Expenditures	\$500,444.00
Amount of district research-based reading instruction allocation for 2018-2019	\$500,444.00

## APPENDIX A

### Coordinators' Meeting

April 23, 2018

Participants: C. Hall (Coordinator of Instructional Supports: ESOL, Instructional Materials); R. Stafford (Director of Student Services: Student Services, MTSS, ESE, Psychological Services, 504); J. Nick (Coordinator of Instructional Supports: Assessment, Virtual School, Home School); C. Appel (Coordinator of Instructional Supports: Accountability, School Improvement, Secondary Math, Secondary Science, CTE, Digital), K. Dailey (Supervisor of Curriculum and Instruction), M. Harrison (Coordinator of Instructional Support: Federal Programs), K. Bledsoe (Coordinator of Instructional Supports: Fine Arts, Parent Involvement); K. Stafford (Coordinator of Instructional Supports: Professional Development, K-12 Literacy, K-5 Math, K-5 Science, Supplemental Academic Instruction)

- I. Announcements and Updates
  - ✓ Agenda Review
  - ✓ DOE updates
  - ✓ Updates:
    - Assessment updates
    - Title I
    - AVID
    - School visits
    - Academic Games ~ semifinals
    - Reading Plan due Monday
    - Perkins Agenda Items
  - ✓ Instructional Materials website
  - ✓ Review of Vision Day
  - ✓ Resources Budget
  - ✓ AP Meeting Agenda ~ WISE – 8:00 – 11:45
  - ✓ Principals' Meeting
  - ✓ Create a Workflow for BoardDocs
  - ✓ Contracting with an Employee
  - ✓ Timeline for Strategic Plan
- II. From Previous Meetings:
  - ✓ Budgets
  - ✓ Student Progression and Code of Conduct
  - ✓ Department Manual <sup>h</sup>
  - ✓ Job descriptions
  - ✓ Program Evaluation
  - ✓ COE
  - ✓ District-level Eval
  - ✓ Summer PD
  - ✓ Plans for Elementary Schools~
  - ✓ Plan for Middle Schools
  - ✓ Monitoring: TI, TII, T X; TI N & D
  - ✓ ESE
- III. Program collaboration

## **Coordinators' Meeting**

**2.16.18**

**Participants:** C. Hall (Coordinator of Instructional Supports: ESOL, Instructional Materials); R. Stafford (Director of Student Services: Student Services, MTSS, ESE, Psychological Services, 504); J. Nick (Coordinator of Instructional Supports: Assessment, Virtual School, Home School); C. Appel (Coordinator of Instructional Supports: Accountability, School Improvement, Secondary Math, Secondary Science, CTE, Digital), K. Dailey (Supervisor of Curriculum and Instruction), M. Harrison (Coordinator of Instructional Support: Federal Programs), K. Bledsoe (Coordinator of Instructional Supports: Fine Arts, Parent Involvement); K. Stafford (Coordinator of Instructional Supports: Professional Development, K-12 Literacy, K-5 Math, K-5 Science, Supplemental Academic Instruction)

- I. Updates**
  - Negotiations**
  - Calendars**
  - Principals Meeting Agenda**
  - Ed Leadership Magazine**
- II. Program Collaboration**

## **Coordinators' Meeting**

**January 19, 2017**

**Participants:** C. Hall (Coordinator of Instructional Supports: ESOL, Instructional Materials); R. Stafford (Director of Student Services: Student Services, MTSS, ESE, Psychological Services, 504); J. Nick (Coordinator of Instructional Supports: Assessment, Virtual School, Home School); C. Appel (Coordinator of Instructional Supports: Accountability, School Improvement, Secondary Math, Secondary Science, CTE, Digital), K. Dailey (Supervisor of Curriculum and Instruction), M. Harrison (Coordinator of Instructional Support: Federal Programs), K. Bledsoe (Coordinator of Instructional Supports: Fine Arts, Parent Involvement); K. Stafford (Coordinator of Instructional Supports: Professional Development, K-12 Literacy, K-5 Math, K-5 Science, Supplemental Academic Instruction)

**I. Welcome & Happy Holidays**

**II. Standing Items and Reminders**

- FLDOE Updates:
- Weeks in Review:
- Leave Forms
- School liaison visits and conversations

**III. Agenda Items**

- Department Manual - see table of contents handout – Susan will come to us with questions about the topics – be prepared to help; also if you find something that will be beneficial you can ask Susan to add
- Principals' Meeting Jan 25
- Department Priorities and Goals & Strategic Plan
- Job Descriptions
- Projects for the New Year
- Seaside Institute New School South –

**IV. Program Collaboration**

**V. Other:**

## **Coordinators' Meeting**

December 4, 2017

9:00 AM

Participants: C. Hall (Coordinator of Instructional Supports: ESOL, Instructional Materials); R. Stafford (Director of Student Services: Student Services, MTSS, ESE, Psychological Services, 504); J. Nick (Coordinator of Instructional Supports: Assessment, Virtual School, Home School); C. Appel (Coordinator of Instructional Supports: Accountability, School Improvement, Secondary Math, Secondary Science, CTE, Digital), K. Dailey (Supervisor of Curriculum and Instruction), M. Harrison (Coordinator of Instructional Support: Federal Programs), K. Bledsoe (Coordinator of Instructional Supports: Fine Arts, Parent Involvement); K. Stafford (Coordinator of Instructional Supports: Professional Development, K-12 Literacy, K-5 Math, K-5 Science, Supplemental Academic Instruction)

### **I. Budget:**

- Project numbers are not in new system (Skyward) yet; Finance Dept. is having training on Friday regarding budget revisions etc.
- Next progression after finance will be HR – teacher records (not state system for personnel)

### **II. School Visit Reports**

### **III. Coordinators' Meetings**

### **IV. FOIL**

### **V. Evaluation**

### **VI. Program Collaboration**

### **VII. FDOE Updates**

### **VIII. Other**



## **Coordinators Meeting**

**November 6, 2017**

**1:00 PM**

**Participants:** C. Hall (Coordinator of Instructional Supports: ESOL, Instructional Materials); R. Stafford (Director of Student Services: Student Services, MTSS, ESE, Psychological Services, 504); J. Nick (Coordinator of Instructional Supports: Assessment, Virtual School, Home School); C. Appel (Coordinator of Instructional Supports: Accountability, School Improvement, Secondary Math, Secondary Science, CTE, Digital), K. Dailey (Supervisor of Curriculum and Instruction), M. Harrison (Coordinator of Instructional Support: Federal Programs), K. Bledsoe (Coordinator of Instructional Supports: Fine Arts, Parent Involvement); K. Stafford (Coordinator of Instructional Supports: Professional Development, K-12 Literacy, K-5 Math, K-5 Science, Supplemental Academic Instruction)

- I. Welcome**
- II. FLDOE Updates**
- III. District-Level Administrative Evaluation**
- IV. Program Collaboration**
- V. Other:**

✓ School reports are due on the 10<sup>th</sup> of each month

## **Coordinators' Meeting**

**October 16, 2017**

**8:00 – 4:00**

**Participants:** C. Hall (Coordinator of Instructional Supports: ESOL, Instructional Materials); R. Stafford (Director of Student Services: Student Services, MTSS, ESE, Psychological Services, 504); J. Nick (Coordinator of Instructional Supports: Assessment, Virtual School, Home School); C. Appel (Coordinator of Instructional Supports: Accountability, School Improvement, Secondary Math, Secondary Science, CTE, Digital), K. Dailey (Supervisor of Curriculum and Instruction), M. Harrison (Coordinator of Instructional Support: Federal Programs), K. Bledsoe (Coordinator of Instructional Supports: Fine Arts, Parent Involvement); K. Stafford (Coordinator of Instructional Supports: Professional Development, K-12 Literacy, K-5 Math, K-5 Science, Supplemental Academic Instruction)

- I. Welcome, Happy National Boss's Day and Agenda Overview**
- II. Personals and Announcements**
- III. Standing Items and Reminders:**
  - Last Meeting Minutes - reviewed
  - DOE Updates – Cathy
  - FDOE Updates:
  - Last Week in Review
  - School Visits: Updates
- IV. Standing Operation Procedures**
- V. Chancellor's Call Notes**
  - Principals' Meeting – 10.26.17**
  - V. Strategic Plan**
  - VI. Advanced Ed Grading Team**
  - VII. Program Evaluations**
  - VIII. Budget**
  - IX. Year-long Projects**
  - X. Program Collaboration**
  - XI. Other**

## **Coordinators' Meeting**

**9.25.17**

**Participants:** C. Hall (Coordinator of Instructional Supports: ESOL, Instructional Materials); R. Stafford (Director of Student Services: Student Services, MTSS, ESE, Psychological Services, 504); J. Nick (Coordinator of Instructional Supports: Assessment, Virtual School, Home School); C. Appel (Coordinator of Instructional Supports: Accountability, School Improvement, Secondary Math, Secondary Science, CTE, Digital), K. Dailey (Supervisor of Curriculum and Instruction), M. Harrison (Coordinator of Instructional Support: Federal Programs), K. Bledsoe (Coordinator of Instructional Supports: Fine Arts, Parent Involvement); K. Stafford (Coordinator of Instructional Supports: Professional Development, K-12 Literacy, K-5 Math, K-5 Science, Supplemental Academic Instruction)

- I. Welcome**
- II. Standing Items and Reminders**
  - Reviewed last week minutes
  - DOE Updates
  - Last week in review:
  - This week:
  - School Liaison Visits
- III. Department Updates**
- IV. Strategic Plan**
- V. Principals' Meeting**
- VI. Program Collaboration**

## 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;

# **WCSD Progress Monitoring Guide Q & A**

## **WCSD Elementary Progress Monitoring Guide**

***Simplify efforts in order to amplify  
student learning***

### **Content**

**Progress Monitoring Guide Q & A**

**Progress Monitoring Form**

**Protocols PM Long Forms**

1. Primary PM Longform (K-2<sup>nd</sup>)
2. Intermediate PM Longform (3<sup>rd</sup>-5<sup>th</sup>)

**End of Quarter Performance Targets**

**Data Discussion Tool Additional Resources**

- Options for bi-weekly PM
- Running Record Info
- Book Level Benchmarks
- Resetting Strategies
- Individual Reading Growth Chart
- Other

For more information, contact your literacy coach.

## **Q. What is the Progress Monitoring Guide?**

**A.** A school-wide plan for effective data use. Research supports the notion *the best intervention is effective instruction*. Each of the components in the guide are intended to be used for making effective instructional changes to improve student performance.

## **Q. What does the Progress Monitoring Guide include?**

**A.** The guide includes a progress monitoring/data collection spreadsheet (referred to as the “**PM Longform**”), protocols for using the PM Longform, end of quarter performance targets, and a Data Discussion Tool.

## **Q. What is the PM Longform?**

**A.** The PM Longform is a class wide data collection spreadsheet. The PM Longform includes individual student data collection forms (tabs at the bottom of the spreadsheet). The class wide and individual student forms provide a snapshot of the “whole student”, and is a tool used for identifying and planning based on need.

## **Q. Why does my school want to use the Progress Monitoring Guide?**

**A.** A clear plan for effective school wide data use is essential to developing a data-driven culture that ensures individual student success (U.S. Department of Education, 2009, *Using Student Achievement Data to Support Instructional Decision Making*). The Progress Monitoring Guide supports schools in creating a framework for effectively using data to make instructional decisions. Effective data practices are interdependent among the classroom, school, and district levels. It is recommended that grade level Data Chats occur quarterly to encourage school wide data interpretation and collaborative discussion sessions among all teachers. The Data Discussion Tool provides guidance on how teachers can make instructional changes, instruct students in using their own data to create personal goals, and maximize student learning.

### **Q. Why do teachers want to use the Progress Monitoring Guide?**

**A.** Armed with data and the means to use/apply the information data can provide; teachers can make instructional changes aimed at improving student achievement, such as:

- prioritizing instructional time,
- targeting additional individual instruction for students who are struggling with particular reading components (phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language).
- more easily identifying individual students' strengths and instructional interventions that can help students continue to progress,
- gauging the instructional effectiveness of classroom lessons,
- refining instructional methods, and
- examining school wide data to consider how to adapt the curriculum based on information about students' strengths and weaknesses.

### **Q. How does using the Progress Monitoring Guide correlate to the Teacher Evaluation Tool?**

**A.** The Progress Monitoring Guide supports teachers in addressing the following domains: **1.4** Lesson plans are revised and/or differentiated based on student needs, **1.6** Uses data prior to planning instruction, **3.4** Monitor learning activities, provide feedback, and adjust instruction to meet student needs, **3.5** Use a variety of instructional strategies and/or modifications/accommodations for all students including those with special needs or diverse backgrounds, **3.8** Conducts progress monitoring through use of a variety of formative assessments to check comprehension and adjusts instruction based on these assessments, and **3.9** Require student goal setting and assist in developing and monitoring their plan for academic improvement.

### **Q. What else do I need to know about the Progress Monitoring Guide?**

**A.** Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). The Progress Monitoring Guide will help teachers, school administrators and district support teams simplify their efforts in order to amplify student learning through purposeful and relevant data interpretation and decision making discussions.

## **PM Longform Protocols**

### Accessing the PM Guide

To access the PM Guide and its contents, go to your school's Shared Drive. - Open the folder titled, 2016-2017 PM Guide

### Accessing the PM Longform within the PM Guide folder:

- Open the folder titled PM Longform and your grade level.
- Open the folder titled with your name.

### PM Longform Format

The PM Longform/excel spreadsheet is designed to be printed on legal paper. Please do not scale the page any smaller because it will erase the code that ties the Longform to the student tab/Individual Student Pages.

### Individual Student Pages

The PM Longform generates individual student pages (student tabs at the bottom of the spreadsheet). These sheets may be printed and used during MTSS meetings, Data Discussions, parent conferences, planning sessions, etc.

\* **Do NOT type on the data portion of the individual student pages.**

### Entering Student Information

**Teacher Name:** Enter your name in the Teacher section of the spreadsheet

**Student name:** First and Last name

\*If a student enrolls after the beginning of the school year, enter the student's name in the row under the last student on your list.

**Retention Yr/Gr:** Enter the year the student was retained and the grade level in which the student was retained (if applicable).

**Absences:** Enter the number of days missed during each quarter.

\*If a student withdraws, leave the student on your list and enter "W" under Absences in the quarter/column in which he/she withdraws.

**ESE/ESOL:** Enter X in the box if the student is ESE (IEP or 504) and/or ESOL

**RTI (Response to Intervention) Tier:** At the end of each quarter, enter the current RTI Tier status for each student using the codes on the next page.



RTI Tier	<b>Description of Tier</b> (WCSD District Reading Plan, 2015)	Code to Enter on PM Longform
Tier 1	<ul style="list-style-type: none"> <li>• High Quality Core Instruction: whole group, small group, and independent practice/reading</li> <li>• Quarterly screenings: PM Longform (to ensure adequate progress)</li> <li>• Expectation: <u>80% of students class-wide</u> are making adequate progress and proficient on grade level standards.</li> </ul> <p><b>*Example of healthy Tier 1 in a class of 20 students:</b>  16 students are making adequate progress and performing on grade level (Tier 1).</p>	T1
Tier 2	<p><b>*Tier 1 instruction and screenings plus:</b></p> <ul style="list-style-type: none"> <li>• <u>iii</u>: 30 minutes <u>daily</u> group interventions focusing on <u>reading components</u> (phonemic awareness, phonics, fluency, vocabulary, comprehension, oral language)</li> <li>• Bi-weekly screenings (to provide increasingly intensive instruction to match student needs based on level of performance and rate of progress) using the iii form</li> <li>• Expectation: <u>20% or fewer students class-wide</u>.</li> </ul> <p><b>*Note: 80% Tier 2 students are expected to make accelerated progress.</b>  If not, then the teacher will problem-solve with the literacy coach. If an individual student is not making accelerated progress, the teacher will create a Student Statement of Concerns.</p> <p><b>*Example of healthy Tier 2 in a class of 20 students:</b>  4 students are receiving Tier 2 interventions (iii). 3 out of 4 are making accelerated progress.</p>	T2
Tier 3	<p><b>* Tier 1 instruction and screenings, Tier 2 interventions, plus:</b></p> <ul style="list-style-type: none"> <li>• Intensive interventions (to target student's reading component deficits for the remediation of existing challenges and the prevention of more severe academic gaps)</li> <li>• Weekly screenings (to ensure fidelity and problem-solving when necessary)</li> <li>• Expectation: <u>Fewer than 5% of students class-wide</u>.</li> </ul> <p><b>*Example of Tier 3 in a class of 20 students:</b> 1 student</p>	T3

**Note: Approximately 16 weeks of intensive and effective Tier 2 intervention should promote students from Tier 2 to Tier 1 (grade level performance) status (Fountas & Pinnell, 2014).**

# PM Longform Protocols

## Entering Achievement Data

Entering achievement data on the PM Longform is expected to be completed on a quarterly basis.

Achievement data must be accurately entered for each data source (see data entry protocols) on or before the dates listed in the chart below.

Quarter	Data Entry Deadline Data Entries must be completed by 3:00pm
1 <sup>st</sup> Quarter	October 20, 2018
2 <sup>nd</sup> Quarter	January 12, 2019
3 <sup>rd</sup> Quarter	March 23, 2019
4 <sup>th</sup> Quarter	May 18, 2019

## Achievement Data Entry Protocols

Achievement data protocols may vary for different grade levels. Please refer to the appropriate chart in the following pages depending on your grade level.

### **Primary PM Longform → Kindergarten, 1<sup>st</sup> Grade, 2<sup>nd</sup> Grade**

Progress monitoring in Primary grades should focus on the students' achievements as they are "learning to read".

### **Intermediate PM Longform → 3<sup>rd</sup> Grade, 4<sup>th</sup> Grade, 5<sup>th</sup> Grade**

Progress monitoring in Intermediate grades should focus on the students' achievements as they are "reading to learn".

# PM Longform Protocols

## Primary PM Longform (K- 2nd grade)

### “Learning To Read”

Data Source	What to enter on PM Longform																									
DFA	Enter the <b>end of quarter DFA average</b> from FOCUS under the appropriate quarterly column.																									
STARReading	Enter the <b>Scaled Score</b> for each quarterly assessment																									
Word Study/Other	Word Study: Enter the current Tyner word study stage ( <b>Note:</b> "current stage" is the instructional level identified as a score on the Tyner Word Study assessments of 50%-79%) Other: Schools may choose an alternative Word Study indicator																									
Book Level	Enter current <u><b>Instructional</b></u> book level (Note: use Running Records to determine the current book levels)																									
District Writes	Enter District Writes score for each quarterly assessment  *Note: Enter scores as shown below for grade levels using rubrics with 3 domains: <table><tr><td></td><td colspan="4"><b>District Writes</b></td></tr><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td><b>Purpose/Focus/Organization</b></td><td>2.1.1</td><td>2.2.1</td><td>3.2.2</td><td>3.3.2</td></tr><tr><td><b>Evidence/Elaboration</b></td><td></td><td></td><td></td><td></td></tr><tr><td><b>Conventions</b></td><td></td><td></td><td></td><td></td></tr></table>		<b>District Writes</b>					1	2	3	4	<b>Purpose/Focus/Organization</b>	2.1.1	2.2.1	3.2.2	3.3.2	<b>Evidence/Elaboration</b>					<b>Conventions</b>				
	<b>District Writes</b>																									
	1	2	3	4																						
<b>Purpose/Focus/Organization</b>	2.1.1	2.2.1	3.2.2	3.3.2																						
<b>Evidence/Elaboration</b>																										
<b>Conventions</b>																										
MathGrades	Enter quarterly average																									
STARMath	Enter STAR Math Scaled Score																									

# PM Longform Protocols

## Intermediate PM Longform (3<sup>rd</sup>-5<sup>th</sup> grade)

### “Reading to Learn”

Data Source	What to enter on PM Longform																									
DFA	Enter the <b>end of quarter DFA average</b> from FOCUS under the appropriate quarterly column.																									
STARReading (Scaled Score)	Enter the <b>Scaled Score</b> for each quarterly assessment																									
STARReading (Lexile Level)	Enter the <b>Lexile Level</b> for each quarterly assessment																									
Math Grades	Enter quarterly average																									
STAR Math	Enter STAR Math Scaled Score																									
District Writes	Enter scores as shown below for each quarterly assessment <div><table><tr><th colspan="5">District Writes</th></tr><tr><th></th><th>1</th><th>2</th><th>3</th><th>4</th></tr><tr><td><b>Purpose/Focus/Organization</b></td><td>2.1.1</td><td>2.2.1</td><td>3.2.2</td><td>3.3.2</td></tr><tr><td><b>Evidence/Elaboration</b></td><td></td><td></td><td></td><td></td></tr><tr><td><b>Conventions</b></td><td></td><td></td><td></td><td></td></tr></table></div>	District Writes						1	2	3	4	<b>Purpose/Focus/Organization</b>	2.1.1	2.2.1	3.2.2	3.3.2	<b>Evidence/Elaboration</b>					<b>Conventions</b>				
District Writes																										
	1	2	3	4																						
<b>Purpose/Focus/Organization</b>	2.1.1	2.2.1	3.2.2	3.3.2																						
<b>Evidence/Elaboration</b>																										
<b>Conventions</b>																										
2015 FSA ELA	Enter score (if applicable)																									
2015 FSA Math	Enter score (if applicable)																									

# End of Quarter Performance Targets

## Kindergarten

Use the appropriate grade level chart below as a reference guide for interpreting student data, conducting data discussions with colleagues and/or parents, and making instructional decisions.

### STAR Early Literacy (Scaled Score) \*based on the 40<sup>th</sup> percentile

	Below Grade Level	Approaching Grade Level	On Grade Level	Above Grade Level
Quarter 1 Assessment = FLKRS - must be administered within first 30 days	Below 437	448-486	497-529	
Quarter 2	Below 503	503-532	533-569	Above 569
Quarter 3	Below 540	540-569	570-606	Above 606
Quarter 4	Below 577	577-606	607-644	Above 644

Students scoring below 437 on FLKRS must be served in iii group in addition to receiving 120 minutes of ELA instruction in Word Study stages listed below. iii includes 30 minutes of targeted instruction focused on area of need beginning with Phonemic Awareness (PA). PA lessons should utilize the multi-sensory Foundations First approach (VAKT: verbal, auditory, kinesthetic and tactile).

Students scoring between 448 – 486 on FLKRS will receive 120 minutes of ELA instruction in the Word Study stages listed below utilizing a multi-sensory Foundations First approach (VAKT: verbal, auditory, kinesthetic and tactile). If student is not making adequate progress as determined by Quarter 2 progress monitoring (see scores above), then problem solving process should occur. If student scores below 503 on Quarter 2 progress monitoring assessment, student should receive iii instruction which includes targeted instruction focused on area of need.

Students scoring above 497 on FLKRS will receive 120 minutes of ELA instruction with differentiated extension activities to include opportunities to read/write/listen/speak about text based on their level of reading readiness.

### Word Study (Tyner Stages):K-2 Developmental Sequence-

#### Assessment Guidelines:

→ IF students score 50% or higher after first time completing PA, **THEN** begin Stage 2A (at a faster pace- even skipping lessons if necessary).

**IF** students pass Stage 2A (80% or higher), **THEN** move to Stage 2B (do not assess) **THEN** move to Stage 3A.

→ **IF** students score 50% or below after completing PA, **THEN** repeat PA.

**IF** students score 50% or below after repeating PA, **THEN** begin Stage 1.

**IF** students score 50% or higher after repeating PA, **THEN** begin Stage 2A.

**(Follow sequence above after completing Stage 2A)**

**\*IF** students demonstrate difficulty with Stage 2A (50% or below) by the end of 3<sup>rd</sup> nine weeks, **THEN** skip 2B and begin 3A.

	<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
<b>Beginning of Year Expectations:</b>	- Stage PA (differentiated pace for all levels)	-Begin at/above Stage 3A	-Review Stage 4
<b>Mid- Year Expectations:</b>	-Score at least 80% on Stage 2A	- Score at least 80% on Stage 3B assessment	-Begin Stage 5
<b>End of Year Expectations:</b>	-Stage 3A	-Stage 4	-Score at least 80% on Stage 5A assessment

\*By the end of Quarter 1, **IF** a student is not demonstrating adequate progress on Stage PA, documentation of specific letters/sounds that are not mastered should be provided (see Kindergarten Letters/Sounds Assessment in Additional Resources).

**Instructional Book Levels:** determined by administering Running Records

	<b>Below Grade Level</b>	<b>Approaching Grade Level</b>	<b>On Grade Level</b>	<b>Above Grade Level</b>
<b>Quarter 1</b> Fountas & Pinnell: Rigby:	Not tracking print	Tracking print	A 1-2	Above A Above 1-2
<b>Quarter 2</b> Fountas & Pinnell: Rigby:	Tracking print	A 1-2	B 2-3	Above B Above 2-3
<b>Quarter 3</b> Fountas & Pinnell: Rigby:	A 1-2	B 2-3	C 3-4	Above C Above 3-4
<b>Quarter 4</b> Fountas & Pinnell: Rigby:	B or below 2-3 or below	C 3-4	D 5-6	Above D Above 5-6

# End of Quarter Performance Targets

## First Grade

STAR Reading (Scaled Score) :

	Below Grade Level	Approaching Grade Level	On Grade Level	Above Grade Level
Quarter 1	Below 63	63-72	73-101	Above 101
Quarter 2	Below 91	91-101	102-130	Above 130
Quarter 3	Below 120	120-130	131-159	Above 159
Quarter 4	Below 149	149-159	160-188	Above 188

Word Study (Tyner Stages): K-2 Developmental Sequence

	Kindergarten	First Grade	Second Grade
<b>Beginning of Year Expectations:</b>	- Stage PA (differentiated pace for all levels)	-Begin at/above Stage 3A	-Review Stage 4
<b>Mid- Year Expectations:</b>	-Score at least 80% on Stage 2A	- Score at least 80% on Stage 3B assessment	-Begin Stage 5
<b>End of Year Expectations:</b>	-Stage 3A	-Stage 4	-Score at least 80% on Stage 5A assessment

Instructional Book Levels: determined by administering running records

	Below Grade Level	Approaching Grade Level	On Grade Level	Above Grade Level
Quarter 1 Fountas & Pinnell: Rigby:	C or below 4-5 or below	D 6-7	E 7-8	Above E
Quarter 2 Fountas & Pinnell: Rigby:	D or below 6-7 or below	F 9-10	G 11-12	Above G
Quarter 3 Fountas & Pinnell: Rigby:	F or below 9-10 or below	G 11-12	H 13-14	Above H
Quarter 4 Fountas & Pinnell: Rigby:	G or below 11-12 or below	H 13-14	I/J 15-18	Above J/K

# End of Quarter Performance Targets

## Second Grade

### STAR Reading (Scaled Score)

	Below Grade Level	Approaching Grade Level	On Grade Level	Above Grade Level
Quarter 1	Below 178	178-188	189-221	Above 221
Quarter 2	Below 211	211-221	222-253	Above 253
Quarter 3	Below 243	243-244	254-286	Above 286
Quarter 4	Below 276	276-286	287-319	Above 287

### Word Study (Tyner Stages): K-2 Developmental Sequence

	Kindergarten	First Grade	Second Grade
<b>Beginning of Year Expectations:</b>	- Stage PA (differentiated pace for all levels)	-Begin at/above Stage 3A	-Review Stage 4
<b>Mid- Year Expectations:</b>	-Score at least 80% on Stage 2A	- Score at least 80% on Stage 3B assessment	-Begin Stage 5
<b>End of Year Expectations:</b>	-Stage 3A	-Stage 4	-Score at least 80% on Stage 5A assessment

### Instructional Book Levels: determined by administering running records

	Below Grade Level	Approaching Grade Level	On Grade Level	Above Grade Level
Quarter 1 Fountas & Pinnel: Rigby:	Below I Below 15	I 15- 16	J/K 17-19	Above JK Above 17-18
Quarter 2 Fountas & Pinnel: Rigby:	Below J Below 17	J 17- 18	K 19- 20	Above K Above 19-20
Quarter 3 Fountas & Pinnel: Rigby:	Below K Below 19	K 19- 20	L 21- 22	Above L Above 21-22
Quarter 4 Fountas & Pinnel: Rigby:	Below L Below 21	L 21- 22	M 23- 24	Above M Above 23-24



# End of Quarter Performance Targets

## Third Grade

### DFA

	Below Grade Level	Approaching Grade Level	On Grade Level	Above Grade Level
Each Quarter	Below 70%	70-80%	80-90%	Above 90%

### STAR Reading (Scaled Scores)

	Below Grade Level	Approaching Grade Level	On Grade Level	Above Grade Level
Quarter 1	Below 300	300 - 318	319 - 342	Above 342
Quarter 2	Below 324	324 - 342	343 - 366	Above 366
Quarter 3	Below 348	348 - 366	367 - 390	Above 367
Quarter 4	Below 372	372 - 390	391 - 414	Above 414

### STAR Reading (Lexile Levels)

	Below Grade Level	Approaching Grade Level	On Grade Level	Above Grade Level
Quarter 1	Below 450	450-499	500-575	Above 575
Quarter 2	Below 550	550-599	600-625	Above 625
Quarter 3	Below 600	600 - 649	650-675	Above 675
Quarter 4	Below 650	650- 699	700-725	Above 725

# End of Quarter Performance Targets

## Fourth Grade

### DFA

	Below Grade Level	Approaching Grade Level	On Grade Level	Above Grade Level
Each Quarter	Below 70%	70-80%	80-90%	Above 90%

### STAR Reading (Scaled Scores)

	Below Grade Level	Approaching Grade Level	On Grade Level	Above Grade Level
Quarter 1	Below 405	405-415	415-439	Above 439
Quarter 2	Below 430	430-440	440-464	Above 464
Quarter 3	Below 455	455-465	465-489	Above 489
Quarter 4	Below 480	480-490	490-514	Above 514

### STAR Reading (Lexile Levels)

	Below Grade Level	Approaching Grade Level	On Grade Level	Above Grade Level
Quarter 1	Below 740	740-749	750-775	Above 775
Quarter 2	Below 765	765-774	775-800	Above 800
Quarter 3	Below 790	790-799	800-825	Above 825
Quarter 4	Below 815	815-824	825-850	Above 850

# End of Quarter Performance Targets

## Fifth Grade

### DFA

	Below Grade Level	Approaching Grade Level	On Grade Level	Above Grade Level
Each Quarter	Below 70%	70-80%	80-90%	Above 90%

### STAR Reading (Scaled Scores)

	Below Grade Level	Approaching Grade Level	On Grade Level	Above Grade Level
Quarter 1	Below 503	503-513	514-538	Above 538
Quarter 2	Below 528	528-538	539-563	Above 563
Quarter 3	Below 553	553-563	564-588	Above 588
Quarter 4	Below 578	578-588	589-614	Above 614

### STAR Reading (Lexile Levels)

	Below Grade Level	Approaching Grade Level	On Grade Level	Above Grade Level
Quarter 1	Below 839	839-849	850-875	Above 875
Quarter 2	Below 889	889-899	900-925	Above 925
Quarter 3	Below 939	939-949	950-975	Above 975
Quarter 4	Below 939	939-949	950-1010	Above 1010

**K-5 Students Requiring Reading Intervention: Survey 2**  
**Submission Deadline to Data Control Specialist & Literacy Coach: October 21, 2018**

Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

All students identified in need of reading intervention (K-5) must be reported through the student information system. Accurate reporting is critical. In the space provided at the bottom of this form, identify all of the students in your class who are currently receiving reading intervention.

Students are identified as substantially deficient in reading by triangulating each student's grade level performance data. Refer to the Progress Monitoring Guide for student benchmarks for each quarter. The primary evidence sources are:

1. **Grades given during each reporting period – grades of D or F on grade level curriculum indicate non- mastery – be sure graded assignments assess grade level standards only**
2. **FSA Reading** – Level 1 or 2 scores indicate non-proficiency
3. **District Formative Assessments (DFAs)** - average below 60% indicates non-mastery
4. **Other criteria to be considered includes:**
  - a. **STAR**
  - b. **Running Records: Instructional Book Levels**
  - c. **Word Study (Grades K-2)**
5. Previously retained in current grade level or 'Good Cause' promoted to current grade level

Students who are identified as substantially deficient in reading must receive immediate intensive instruction (iii) for 30 minutes daily in addition to the 120 minute ELA block in groups of six or less. Parents must be notified, in writing, of the exact nature of the reading deficiency. Teachers should confer with parents to inform them of their child's specific reading need and describe the support being provided to address the need as well as suggest ways parents can support their child at home.

Students must be given intensive reading instruction until the reading deficiency is remedied. Students should not remain in iii for long periods of time. Ideally, with focused and consistent instruction, students will be phased out of their iii group within 18 weeks. If the group / student is not making growth consistent with this goal, teachers must problem solve with Literacy Coach to ensure that progress is accelerated. The goal is less than 20% of students from each classroom require iii. If more than 20% need iii, problem solve with Literacy Coach.

All schools must progress monitor all iii groups with the guiding question: Are 80% of the students making accelerated progress. If yes, great. If no, then problem solve group needs with Literacy Coach: fidelity, instruction, materials, scheduling, logistics, group composition

Course to be flagged as the intervention course: Language Arts

Printed Last Name	Printed First Name	Printed Last Name	Printed First Name

**Teacher:** The students on the above list receive iii instruction 30 minutes daily in groups of six or less using research-based to address reading needs (not make-up work).

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Literacy Coach:** iii group data is being monitored quarterly. iii walkthroughs occur frequently. Problem solving occurs when 80% of students are not making accelerated growth.

Literacy Coach Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please make sure your Progress Monitoring Forms (aka Long Forms) reflect this information.

**K-5 Students Requiring Reading Intervention: Survey 3**  
**Submission Deadline to Data Control Specialist & Literacy Coach: February 17, 2019**

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

All students identified in need of reading intervention (K-5) must be reported through the student information system. **Accurate reporting is critical.** In the space provided at the bottom of this form, identify all of the students in your class who are currently receiving reading intervention.

Students are identified as substantially deficient in reading by triangulating each student's grade level performance data. **Refer to the Progress Monitoring Guide for student benchmarks for each quarter.** The primary evidence sources are:

6. **Grades given during each reporting period – grades of D or F on grade level curriculum indicate non-mastery – be sure graded assignments assess grade level standards only**
7. **FSA Reading – Level 1 or 2 scores indicate non-proficiency**
8. **District Formative Assessments (DFAs) - average below 60% indicates non-mastery**
9. **Other criteria to be considered includes:**
  - a. **STAR**
  - b. **Running Records: Instructional Book Levels**
  - c. **Word Study (Grades K-2)**
10. **Previously retained in current grade level or 'Good Cause' promoted to current grade level**

Students who are identified as substantially deficient in reading **must** receive immediate intensive instruction (iii) for **30 minutes daily in addition to the 120 minute ELA block in groups of six or less.** Parents **must** be notified, in writing, of the exact nature of the reading deficiency. Teachers should confer with parents to inform them of their child's specific reading need and describe the support being provided to address the need as well as suggest ways parents can support their child at home.

Students must be given intensive reading instruction until the reading deficiency is remedied. Students should not remain in iii for long periods of time. Ideally, with focused and consistent instruction, students will be phased out of their iii group within 18 weeks. If the group / student is not making growth consistent with this goal, teachers must problem solve with Literacy Coach to ensure that progress is accelerated. The goal is less than 20% of students from each classroom require iii. If more than 20% need iii, problem solve with Literacy Coach.

All schools must progress monitor all iii groups with the guiding question: Are 80% of the students making accelerated progress. If yes, great. If no, then problem solve group needs with Literacy Coach: fidelity, instruction, materials, scheduling, logistics, group composition

Course to be flagged as the intervention course: Language Arts

st Name	st Name	st Name	st Name

**Teacher:** The students on the above list receive iii instruction 30 minutes daily in groups of six or less using research-based to address reading needs (not make-up work).

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Literacy Coach:** iii group data is being monitored quarterly. iii walkthroughs occur frequently. Problem solving occurs when 80% of students are not making accelerated growth.

Literacy Coach Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please make sure your Progress Monitoring Forms (aka Long Forms) reflect this information.

### **WCSD Secondary ELA Decision Tree**

<b>Progress Monitoring Assessments</b>	<b>If</b>	<b>Then</b>	<b>Programs/Materials/Strategies</b>
<p>FSA Reading</p> <p>Administer STAR to all students in grades 6-10</p> <p>Administer STAR to all students who have not passed FSA in grades 11 and 12</p> <p>Dates:</p> <p>FSA Reading - April 2018</p> <p>Assessment #1 Early Fall 2018</p> <p>Assessment #2 Winter 2019</p> <p>Assessment #3 Spring 2019</p>	<p>FSA Level 1 or 2</p> <p>FSA Level 3 or above</p>	<p>Use STAR to place into the appropriate reading intervention (see next column).</p> <p>School-based MTSS team must meet to review the progress of all Level 1 students.</p> <p>The MTSS team will use the WCSD Secondary Progress Monitoring Guide to determine if the student is on course to demonstrate proficiency on FSA; if students are not on proficiency trajectory, the MTSS team will problem-solve in order to increase support</p> <p>Needs met in ELA course</p>	<p><b>Urgent Intervention:</b> FSA Level 1 and STAR/Running Records indicating Lexile <math>\geq</math> 3 years below grade level - Intensive Reading 90 minutes daily with intensive small group instruction using Great Leaps, Language, Read 180, Phonics First or other district-approved intervention materials</p> <p><b>Intensive Intervention:</b> FSA Level 1 and STAR/Running Records indicating Lexile indicating 2-3 years below grade level- Intensive Reading 90 minutes daily with intensive small group instruction using Great Leaps, Teengagement, Achieve3000, Phonics First or other district approved intervention materials matched to student need</p> <p><b>Intensive Support:</b> FSA Level 1 or 2 and STAR/Running Records indicating Lexile Level indicating 1-2 years below grade level: - Intensive Reading at least 45 minutes daily using Teengagement, Achieve 3000, Phonics First and/or other district approved support materials</p> <p><b>Content Support:</b> FSA Level 2 and STAR/Running Records indicating Lexile Level less than 1 year below grade can be supported in Science or Social Studies with a CARP-PD/NG-CARPD, Reading Endorsed or Reading Certified Science or Social studies teacher who has a demonstrated history of using instructional and learning strategies to support students in navigating increasingly complex text. If no such teacher is available, then the student is placed in an Intensive Reading Class.</p> <p><b>SpringBoard</b></p>

### **WCSD Secondary ELA Decision Tree**

<b>Progress Monitoring Assessments</b>	<b>If</b>	<b>Then</b>	<b>Programs/Materials/Strategies</b>
<p>FSA Reading</p> <p>Administer STAR to all students in grades 6-10</p> <p>Administer STAR to all students who have not passed FSA in grades 11 and 12</p> <p>Dates:</p> <p>FSA Reading - April 2018</p> <p>Assessment #1 Early Fall 2018</p> <p>Assessment #2 Winter 2019</p> <p>Assessment #3 Spring 2019</p>	<p>FSA Level 1 or 2</p>	<p>Use STAR to place into the appropriate reading intervention (see next column).</p> <p>School-based MTSS team must meet to review the progress of all Level 1 students.</p> <p>The MTSS team will use the WCSD Secondary Progress Monitoring Guide to determine if the student is on course to demonstrate proficiency on FSA; if students are not on proficiency trajectory, the MTSS team will problem-solve in order to increase support</p>	<p><b>Urgent Intervention:</b> FSA Level 1 and STAR/Running Records indicating Lexile <math>\geq</math> 3 years below grade level - Intensive Reading 90 minutes daily with intensive small group instruction using Great Leaps, Language, Read 180, Phonics First or other district-approved intervention materials</p> <p><b>Intensive Intervention:</b> FSA Level 1 and STAR/Running Records indicating Lexile indicating 2-3 years below grade level- Intensive Reading or Reading for College Success 50 minutes daily with intensive small group instruction using Great Leaps, Teengagement, Achieve3000, Phonics First or other district approved intervention materials matched to student need</p> <p><b>Intensive Support:</b> FSA Level 1 or 2 and STAR/Running Records indicating Lexile Level indicating 1-2 years below grade level - Intensive Reading or Reading for College Success at least 45 minutes daily using Teengagement, Achieve 3000, Phonics First and/or other district approved support materials</p> <p><b>Content Support:</b> FSA Level 2 and STAR/Running Records indicating Lexile Level less than 1 year below grade can be supported in Science or Social Studies with a CARP-PD/NG-CARPD, Reading Endorsed or Reading Certified Science or Social studies teacher who has a demonstrated history of using instructional and learning strategies to support students in navigating increasingly complex text. If no such teacher is available, then the student is placed in an Intensive Reading Class.</p>
	<p>FSA Level 3 or above</p>	<p>Needs met in ELA course</p>	<p><b>SpringBoard</b></p>