

Washington 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: Gail Riley

Contact Email: gail.riley@wcsdschools.com

Contact Telephone: 850-638-6222

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.**

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Performance Goals							
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	49	55	50	56	54	57	58

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Growth (Learning Gains) Goals							
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	47	54	48	55	53	57	59

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	25	21	22	19	20	18	17
White/Hispanic	6	3	19	12	8	7	2
Economically Disadvantaged/Non-Economically Disadvantaged	16	10	18	12	11	10	11
Students with Disabilities/Students without Disabilities	40	26	42	28	42	26	24
English Language Learners/ Non-English Language Learners	33	22	42	27	42	24	22

* 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 district will review the data and decision will be made concerning the following:

1. Professional Development—Train the trainer from DOE according to statute—all teachers will be trained within our district
2. Reading coaches/Academic Analysts will be assigned to schools in the most need according to data and school grades
3. Instructional Materials to be purchased for interventions as required by MTSS
4. Continued revisions to the order of instructions in our district to monitor the standards being taught

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?

Director of Curriculum/Director of Assessments

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.

K-5 iREADY Reading
6-8 FAIR
9-10 FAIR

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

Student Progress Monitoring data will be collected three times a year and reviewed by the district/academic analysts, principals.

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

Director of Assessments

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/Instruction

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

Progress Monitoring data from iREADY and FAIR aligned with our order of instruction

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

Progress Monitoring will be conducted by the district 3 times a year for Reading and reviewed by the district staff and academic analysts.

Elementary

After reviewing formative, summative and progress monitoring results, decisions for small groups instruction will be made focusing on the weaknesses of the students. With continued use of iREADY curriculum, technology is provided for a minimum of 45 minutes per week in order for intervention lessons to be used. If there is not progress, MTSS meetings are held to benefit. Formative assessments will be given and results analyzed by the teacher to measure progress and understanding and students will move through the tiers of intervention if necessary. Academic analysts will be observing in the classrooms and meeting with teachers to discuss the classroom instruction.

Secondary

Academic analysts are working very closely with teachers to review class/individual data and the instructional practices that are being used. Goal will be discussed with the teacher and a plan will be created to be reviewed at a later date.

The following will be used:

- Deeper understanding of the text

- Whole group explicit and systematic instruction

- Infusion of reading and language arts standards specific to the subject area (sciences, social studies, etc.

Formative assessments will be administered in the classroom to measure progress and used as a guide through the tiers of intervention.

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?

Director of Curriculum/Instruction

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 Director of Curriculum will receive feedback as to the needs of the schools from the academic analysts at each school. Washington County has a definite TEAM approach for ensuring that each school has the materials for proper instruction and delivery.

Professional development will continue to be offered to provide training in effective instructional practices using different medium. One to one devices are provided to each school in grades 3-12 in the core academic areas. Teachers are able to use their core curriculum as well as other resources on these devices and supplement with other sources to give a variety of learning strategies within the classroom. School Media specialists also assist teachers with the selection of text to insure a broad range of complexity, genre and instructional topics.

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/Student Services
Director of Curriculum/Instruction
Director of Federal Programs

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)?

Academic analysts at each school /principals will be observing in each classroom and will receive feedback from teachers of any need that they have. The district works closely with PAEC/FINN for professional development throughout the year .Consideration is given when instructional materials budgets/purchases are made to ensure that purchases include UDL to address all learners. Lesson Plans will become evidence as to the plans for interventions/different strategies to be used to address the full range of learners. These should be available for principals or any other district personnel who would be conducting a walk through observation.

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

All stakeholders which include academic analysts, principals and district directors will meet a minimum of once a 9 weeks.

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?**

Director of Curriculum/Professional Development

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

9500.00

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

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

Director of Curriculum/Professional Development

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

Yes

Reading/Literacy Coaches

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

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

Reading Endorsement Required
5 years teaching experience
Experience in data analysis
Communication Skills

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

Kate M. Smith Elementary School
Vernon Middle School

- 3. Were these schools identified to have the greatest need based on a review of student achievement data? If not, please explain why reading/literacy coaches were placed at these schools.**

The district has placed instructional coaches in all schools in the district. However, the reading allocation funding for salaries were based on MTSS needs, state assessment data, ELL data (Elementary School).

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

- a. Elementary:1.0
- b. Middle:1.0
- c. High:0.00

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

A percentage is based on the FSA scores, observations completed by the principal, and professional development as described in our evaluation instrument.

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

112263.00

Supports for Identification and Intervention of Students With Reading Deficiencies

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.:**

iREADY Workbooks
Springboard (Grades 6-12)
Performance Coach
READY LAFS Student Books
Your Turn Practice Book (Wonders)
Teengagement Grades 6-8)

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

66827

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.**

Title I/IDEA

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:**Gail Riley
2. **Email Address:**gail.riley@wcsdschools.com
3. **Phone Number:**850-638-6222
4. **Please list the schools which will host a SRC:**

Kate M. Smith Elementary School
Vernon Elementary School

5. **Provide the following information regarding the length of your district SRC:**
 - a. **Start Date:**June 11, 2018
 - b. **Which days of the week is SRC offered:**4
 - c. **Number of instructional hours per day in reading:**6 hours
 - d. **End Date:**July 19, 2018
 - e. **Total number of instructional hours of reading:**22

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?**

1:10

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

Grade 2 lower level students will be invited to attend the 3rd grade camping camp
K-1 students who are below grade level will be encouraged to attend a reading camp . It will be only 4 hours per day, 4 X a week. The goal is to avoid possible future retention.

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

Portfolio results will be reviewed, iREADY results will be compared

300 Lowest-Performing Elementary Schools

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

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools	N/A no charter schools in our district
District expenditures on reading coaches	112263.00
District expenditures on intervention teachers	0
District expenditures on supplemental materials or interventions	66827.
District expenditures on professional development	9500.00
District expenditures on summer reading camps	57036.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	245626.
Amount of district research-based reading instruction allocation for 2018-2019	245626.

APPENDIX A


AGENDA
Directors Meeting
Washington County School Board Office
January 8, 2018
1:30

1. Successes/Challenges
2. District 's Special Programs and Procedures (SP&P) Requirements
3. Overview of District's Reading Plan 2018
4. Overview of District ELL Plan

Director of Curriculum/Instruction



Director of ESE/Student Services



Director of Federal Programs



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>Kindergarten Students that score 437 or below on FLKRS will fall in Profile 1</p> <p>Grades K-2 Administer iReady Reading diagnostic to all students.</p> <p>Kindergarten Students that score 438-496 on FLKRS will fall in Profile 2</p> <p>Kindergarten Students that score 497-529 on FLKRS will fall in Profile 3</p> <p>Kindergarten Students that score 530-587 on FLKRS will fall in Profile 4</p>	<p>Assessment Period 1: August/September 2018</p> <p>Assessment Period 2: January 2019</p> <p>Assessment Period 3: May 2019</p>	<p>Student's show a lack of phonological awareness and phonics.</p> <p>Limited number of words.</p>	<p>Profile 1 on iReady and/or FLKRS score 437 or below</p> <p>Focus will be semantic instruction in common consonant letter recognition and vowel patterns along with letter-sound relationships, with ample opportunity to apply skills to connected text.</p> <p>Focus will also be placed on vocabulary with this group of students. Oral language development will be a focus during whole group with extra focus in vocabulary in their small group time.</p>	<p>Profile 1</p> <p>The Core Reading Program, Wonders will be used for whole group reading instruction. During the reading block a walk to read model will be implemented using Beverly Tyner's small reading group model. A placement assessment will be given to all students and the appropriate developmental reading level and corresponding instructional level will be implemented. These groups are fluid and adjusted as needed based upon student needs. Elements of Reading Vocabulary will be implemented daily. Students will work individually on the computer at their instructional level based upon the diagnostic given through i-Ready.</p> <p>These students will be given additional small group or one on one instruction using the text, "Sounds and Letters".</p> <p>Great Leaps could also be used with these students to increase fluency and/or phonological awareness.</p> <p>To further increase oral language development teachers will increase the number of text read aloud to students, using guided question designed to increase oral language.</p> <p>The computer program Reading Assistant maybe used to increase students' word reading fluency using connected text. (Kate Smith Elementary only)</p>

<p>Kindergarten Students that score 588 or above on FLKRS will fall in Profile 5</p>				<p>*At Kate Smith Elementary, these students will complete on-line lessons using Fast ForWord.</p>
	<p>Student's show a lack of phonological awareness and phonics.</p> <p>Larger Vocabulary</p>	<p>Profile 2 on iReady and/or FLKRS score 438-496</p> <p>Focus will be semantic instruction in common consonant letter recognition and vowel patterns along with letter-sound relationships, with ample opportunity to apply skills to connected text.</p> <p>Focus will be on comprehension since these students' vocabulary appears to be larger. Read alouds will be used to help build comprehension skills until their decoding skills develop.</p>	<p>Profile 2</p> <p>The Core Reading Program, Wonders will be used for whole group reading instruction. During the reading block a walk to read model will be implemented using Beverly Tyner's small reading group model. A placement assessment will be given to all students and the appropriate developmental reading level and corresponding instructional level will be implemented. These groups are fluid and adjusted as needed based upon student needs. Students will work individually on the computer at their</p>	

		<p>Student's show a limited vocabulary and low</p>	<p>Profile 3 on iReady and/or FLKRS score 497-529</p> <p>Focus will be on vocabulary with rich engaging oral language skill activities. Integrate instruction of vocabulary into comprehension activities that focus on drawing meaning from text.</p>	<p>instructional level based upon the diagnostic given through i-Ready.</p> <p>During small group teachers will explicitly teach comprehension strategies and skills needed to understand written text.</p> <p>These students will be given additional small group or one on one instruction using the text, "Sounds and Letters".</p> <p>Great Leaps could also be used with these students to increase fluency and/or phonological awareness.</p> <p>To further increase oral language development teachers will increase the number of text read aloud to students, using guided question designed to increase oral language.</p> <p>The computer program Reading Assistant maybe used to increase students' word reading fluency using connected text. Emphasis on comprehension. (Kate Smith Elementary only)</p> <p>* *At Kate Smith Elementary, these students will complete on-line lessons using Fast ForWord.</p>
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		<p>comprehension skills.</p>	<p>These students can decode but still lack comprehension strategies, so focus on comprehension that is explicit in these skills should be a priority with this group. Read alouds in both literacy and informational text, that engage students in discussion to help build comprehension.</p>	<p>Profile 3 The Core Reading Program, Wonders will be used for whole group reading instruction. During the reading block a walk to read model will be implemented using Beverly Tyner’s small reading group model. A placement assessment will be given to all students and the appropriate developmental reading level and corresponding instructional level will be implemented. These groups are fluid and adjusted as needed based upon student needs. Students will work individually on the computer at their instructional level based upon the diagnostic given through i-Ready.</p> <p>To further increase vocabulary and provide strategies for increased word learning, Elements of Reading Vocabulary may be used as well as incorporation of text sets in classroom across content areas. Understanding of multiple meaning words, Greek and Latin roots, prefixes, suffixes and root word will be used during classroom instruction to provide this strategy for determining the meaning of unknown words.</p> <p>Explicit instruction in the reciprocal relationship between understanding written text and presenting this understanding through writing supported by text based evidence will be incorporated throughout all content areas. Students will write routinely throughout the school year in all content areas. Literacy circle, book talks, and class reading of novel sets will be incorporated whenever possible across content areas.</p>
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		<p>Students' are low in comprehension</p>	<p>Profile 4 on iReady and/or FLKRS score 530-587</p> <p>Focus will target comprehension strategies. This will be done during whole and small group time using read alouds in both literary and informational text. Teachers will engage students in discussion and provide explicit instruction in comprehension strategies.</p> <p>These students can decode and have a high vocabulary/word knowledge.</p>	<p>Profile 4</p> <p>The Core Reading Program, Wonders will be used for whole group reading instruction. During the reading block a walk to read model will be implemented using Beverly Tyner's small reading group model. A placement assessment will be given to all students and the appropriate developmental reading level and corresponding instructional level will be implemented. These groups are fluid and adjusted as needed based upon student needs. Students will work individually on the computer at their instructional level based upon the diagnostic given through i-Ready.</p> <p>To further increase vocabulary and provide strategies for increased word learning, Elements of Reading Vocabulary may be used as well as incorporation of text sets in classroom across content areas. Understanding of multiple meaning words, Greek and Latin roots, prefixes, suffixes and root word will be used during classroom instruction to provide this strategy for determining the meaning of unknown words.</p> <p>Explicit instruction in the reciprocal relationship between understanding written text and presenting this understanding through writing supported by text based evidence will be incorporated throughout all content areas.</p>
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				<p>Students will write routinely throughout the school year in all content areas. Literacy circle, book talks, and class reading of novel sets will be incorporated whenever possible across content areas.</p> <p>High-interest text sets may be used in small group to increase student engagement with text and provide a rich environment for application of specific comprehension strategies and integration of ideas and information.</p>
		Students are at grade level in all areas	<p>Profile 5 on iReady and/or FLKRS score 588 or above</p> <p>Focus will continue on grade level and above skills in whole and small group instruction, in vocabulary, phonics, fluency, and comprehension.</p>	<p>Profile 5</p> <p>The Core Reading Program, Wonders will be used for whole group reading instruction. During the reading block a walk to read model will be implemented using Beverly Tyner’s small reading group model. A placement assessment will be given to all students and the appropriate developmental reading level and corresponding instructional level will be implemented. These groups are fluid and adjusted as needed based upon student needs. Students will work individually on the computer at their instructional level based upon the diagnostic given through i-Ready.</p> <p>To further increase vocabulary and provide strategies for increased word learning, Elements of Reading Vocabulary may be used as well as incorporation of text sets in classroom across content areas. Understanding of multiple meaning words, Greek and Latin roots, prefixes, suffixes and root word will be used during classroom</p>

				<p>instruction to provide this strategy for determining the meaning of unknown words.</p> <p>Explicit instruction in the reciprocal relationship between understanding written text and presenting this understanding through writing supported by text based evidence will be incorporated throughout all content areas. Students will write routinely throughout the school year in all content areas. Literacy circle, book talks, and class reading of novel sets will be incorporated whenever possible across content areas.</p> <p>High-interest text sets may be used in small group to increase student engagement with text and provide a rich environment for application of specific comprehension strategies and integration of ideas and information.</p>
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These groups are fluid and change based on the students' needs, identified by progress monitoring, teacher observation, and individualized assessments.

Those students that are not making progress in small groups will be pulled one on one to work with the teacher or a paraprofessionals thirty extra minutes daily.

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>Grades 3-5 Administer iReady Reading Diagnostic to all students.</p> <p>FSA-ELA</p>	<p>Assessment Period 1: August/September 2018</p> <p>Assessment Period 2: January 2019</p> <p>Assessment Period 3: April 2019</p> <p>Spring 2019</p>	<p>If Below-Level in Phonics with Limited Vocabulary</p>	<p><u>Profile 1 on iReady/Level 1 FSA</u></p> <p>Include instruction and practice to build automatic word recognition, and provide ample opportunity to practice skills in connected text and continue to work on comprehension. Instruction should be on meanings of individual words as well as word relationships, word parts, and other word-learning strategies. Also integrate instruction of vocabulary in comprehension activities that focus on drawing meaning from texts.</p>	<p><u>Profile 1</u></p> <p>The Wonders Core Reading Program will be used in whole group instruction, with an emphasis on text based evidence. Effective strategies for students to use to will be taught throughout all subject areas. Connect to Comprehension; an intensive program for struggling readers will be used with this group of students in a small group or one to one setting. Recommended Ready resources will be used for each profile as well as individualized online instruction based on student needs identified through the i-Ready diagnostic.</p> <p>Additionally, students will be provided small group or one to one instruction that incorporate phonics based instruction with connected text to reinforce strategy and skill needs as demonstrated through i-Ready Standards Mastery assessments or informal classroom assessments.</p> <p>Elements of Reading Vocabulary may be used to increase limited vocabulary as well as incorporation of text sets within the classroom across all content areas. Vocabulary instruction that builds upon students understanding of root words, Greek and Latin roots, prefixes, suffixes and multiple meaning words will be incorporated in to the classroom instruction.</p> <p>Great Leaps Fluency K-5 (updated version) may be used to provide ample opportunities to build automatic word recognition and provide practice within connected text. Explicit instruction in the reciprocal relationship between understanding written text and presenting this understanding through writing supported by text based evidence will be incorporated throughout all content areas</p> <p>Explicit instruction in the reciprocal relationship between understanding written text and presenting this understanding through writing supported by text based evidence will be</p>

		<p>If Below Level in Phonics with Larger Vocabulary</p>	<p><u>Profile 2 on iReady/Level 2 FSA</u> Include instruction and practice to build automatic word recognition, and provide ample opportunity to practice skills in connected text while continuing to work on comprehension. Provide explicit strategy instruction that includes modeling, guided practice and independent application.</p>	<p>incorporated throughout all content areas. Students will write routinely throughout the school year in all subject areas.</p> <p>Literacy circle, book talks, and class reading of novel sets will be incorporated whenever possible across content areas.</p> <p><u>Profile 2</u> The Wonders Core Reading Program will be used in whole group instruction, with an emphasis on text based evidence. Effective comprehension and word strategies for students to use will be taught throughout all subject areas. Connect to Comprehension; an intensive program for struggling readers will be used with this group of students in a small group or one to one setting. Recommended Ready resources will be used for each profile as well as individualized online instruction based on student needs identified through the i-Ready diagnostic. Additionally, students may be provided small group or one to one instruction using connected text based upon strategy and skill needs as demonstrated through i-Ready Standards Mastery assessments or informal classroom assessments.</p> <p>To further increase vocabulary and provide strategies for increased word learning, Elements of Reading Vocabulary may be used as well as incorporation of text sets in classroom across content areas. Understanding of multiple meaning words, Greek and Latin roots, prefixes, suffixes and root word will be used during classroom instruction to provide this strategy for determining the meaning of unknown words.</p> <p>Great Leaps Fluency K-5 (updated version) may be used to provide ample opportunities to build automatic word recognition and provide practice within connected text. The comprehension portion of this may be used as well to not only increase automatic word recognition but give an additional opportunity to apply learned strategies.</p> <p>Explicit instruction in the reciprocal relationship between understanding written text and presenting this understanding through writing supported by text based evidence will be</p>
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		<p>If On-Level Phonics with Limited Vocabulary and low comprehension</p>	<p><u>Profile 3 on iReady/Level 3 FSA</u> Focus should be on the meanings of individual words as well as word relationships, word parts, and other word-learning strategies while integrating activities that focus on drawing meaning from texts. Provide explicit strategy instruction in comprehension that includes modeling, guided practice and independent application.</p>	<p>incorporated throughout all content areas. Students will write routinely throughout the school year in all content areas.</p> <p>Literacy circle, book talks, and class reading of novel sets will be incorporated whenever possible across content areas.</p> <p><u>Profile 3</u> The Wonders Core Reading Program will be used in whole group instruction with an emphasis on text based evidence. Effective comprehension and word strategies for students to use will be taught throughout all subject areas. Students will be provided small group or one to one instruction based upon strategy and skill needs as demonstrated through i-Ready Standards Mastery Assessments and informal classroom assessments. Recommended Ready resources will be used for each profile as well as individualized online instruction based on student needs identified in through i-ready diagnostic.</p> <p>To further increase vocabulary and provide strategies for increased word learning, Elements of Reading Vocabulary may be used as well as incorporation of text sets in classroom across content areas. Understanding of multiple meaning words, Greek and Latin roots, prefixes, suffixes and root word will be used during classroom instruction to provide this strategy for determining the meaning of unknown words.</p> <p>Explicit instruction in the reciprocal relationship between understanding written text and presenting this understanding through writing supported by text based evidence will be incorporated throughout all content areas. Students will write routinely throughout the school year in all content areas. Literacy circle, book talks, and class reading of novel sets will be incorporated whenever possible across content areas.</p>
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		<p>If On-Level Phonics with larger vocabulary and low comprehension</p>	<p><u>Profile 4 on iReady/Level 4 FSA</u> Target comprehension strategies that provide explicit strategy instruction that includes modeling, guided practice and independent application. Fluency practice with rate, accuracy and expression should also be a focus.</p>	<p><u>Profile 4</u> The Wonders Core Reading Program will be used in whole group instruction with an emphasis on text based evidence. Effective comprehension and word strategies for students to use will be taught throughout all subject areas. Students will be provided small group or one to one instruction based upon strategy and skill needs as demonstrated through i-Ready Standards Mastery Assessments and informal classroom assessments. Recommended Ready resources will be used for each profile as well as individualized online instruction based on student needs identified in through i-ready diagnostic.</p> <p>Connect to Comprehension an intensive intervention program may be used to increase comprehension strategies. This program emphasizes attention to details combined with written task to build stronger application of comprehension strategies.</p> <p>To further increase vocabulary and provide strategies for increased word learning, Elements of Reading Vocabulary may be used as well as incorporation of text sets in classroom across content areas. Understanding of multiple meaning words, Greek and Latin roots, prefixes, suffixes and root word will be used during classroom instruction to provide this strategy for determining the meaning of unknown words.</p> <p>High-interest text sets may be used in small group to increase student engagement with text and provide a rich environment for application of specific comprehension strategies and integration of ideas and information.</p> <p>Explicit instruction in the reciprocal relationship between understanding written text and presenting this understanding through writing supported by text based evidence will be incorporated throughout all content areas. Students will write routinely throughout the school year in all content areas. Literacy circle, book talks, and class reading of novel sets will be incorporated whenever possible across content areas.</p>
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		<p>If On-Level Phonics with Comprehension on or Above Level</p>	<p><u>Profile 5 on iReady/Level 5 FSA</u> Strengthen word-learning strategies and develop a deeper understanding of literary, academic, and domain-specific vocabulary. Continue to make strategy instruction a focus in comprehension using challenging and complex text.</p>	<p><u>Profile 5</u></p> <p>The Wonders Core Reading Program will be used in whole group instruction with an emphasis on text based evidence. Effective comprehension and word strategies for students to use will be taught throughout all subject areas. Students will be provided small group or one to one instruction based upon strategy and skill needs as demonstrated through i-Ready Standards Mastery Assessments and informal classroom assessments. Recommended Ready resources will be used for each profile as well as individualized online instruction based on student needs identified in through i-ready diagnostic.</p> <p>To further increase vocabulary and provide strategies for increased word learning, Elements of Reading Vocabulary may be used as well as incorporation of text sets in classroom across content areas. Understanding of multiple meaning words, Greek and Latin roots, prefixes, suffixes and root word will be used during classroom instruction to provide this strategy for determining the meaning of unknown words.</p> <p>High-interest text sets may be used in small group to increase student engagement with text and provide a rich environment for application of specific comprehension strategies and integration of ideas and information. Literacy circle, book talks, and class reading of novel sets will be incorporated whenever possible across content areas.</p> <p>Explicit instruction in the reciprocal relationship between understanding written text and presenting this understanding through writing supported by text based evidence will be incorporated throughout all content areas. Students will write routinely throughout the school year in all content areas.</p>
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These groups are fluid and change based on the students' needs, identified by progress monitoring, teacher observation, and standards based mastery assessments. Those students that are not making progress in small groups will be pulled one on one to work with the teacher or a paraprofessional thirty extra minutes daily.

If Kindergarten students make a 437 or below on FLKRS parents will be contacted and interventions will begin immediately. These students will be monitored closely and brought to the MTSS/RTI team if reading deficiencies, based on iReady and monthly assessments continues. If students are identified by iReady (Profiles 1 or 2) or FSA (Levels 1 or 2) as having a reading deficiency, interventions will begin and monitored on a regular basis by the teacher working with the MTSS/RTI school team, which includes the parents of these students. In grade K and 1st an assessment check list, based on standards is used to determine student mastery of grade level standards. This is used as their report card and they are assessed monthly. In grade 2nd-5th letter grades are assigned for academic achievement on a quarterly basis. According to our district progression plan students must pass in reading, mathematics, science and social studies for promotion.

Has per HB 7069, section 1008.25 students scoring in the Profiles 1 or 2 in grades K-3 their parents will be invited to a MTSS/RTI team meeting where the students' reading deficiencies will be explained in detail. A written copy from the iReady diagnostic report will be provided for the parent at this time. Kindergarten students that scored a level 437 or below on FLKRS will also be included in this process. Parents will be given a list of activities and suggestions from a variety of sources that promote literacy at home, such as *Reading Rockets*. We also encourage our parents to encourage their students to access iReady online at home to read.

*Students that show substantial reading deficiency on iReady (Profile 1 in reading) in K-3, scoring below 437 in kindergarten on FLKRS, scoring below grade level on the Diagnostic Reading Assessment (DRA) given in grades 1-3 will begin interventions immediately following the meeting of the MTSS team with the students' parents to determine the best plan of action for their interventions.

These students will be provided interventions daily using a multisensory approach. This will include, but not limited to programs such as PALS, Wonders Tier II interventions, Fast Forward, Reading Assistant, iReady and Ready Toolbox.

Progress Monitoring Assessment	Date(s) Administered	Performance Benchmark If...	Performance Benchmark Then...	Data Driven Instructional Modifications
<p><u>Grades 6</u></p> <p>FAIR-FS (Current Year)</p> <p>ELA-FSA (Previous Year)</p>	<p><u>Assessment Pd 1</u></p> <p>August/September 2018</p> <p><u>Assessment Pd 2</u></p> <p>November/December 2018</p> <p><u>Assessment Pd 3</u></p> <p>March/April 2019</p>	<p>FAIR-FS Universal Screening results (WRT, VKT, RC) indicate a PLS below .85, and/or prior year ELA- FSA results indicate a level 1 or 2</p> <p>FAIR-FS Universal Screening Results (WRT, VKT, RC) indicate a .85 and/or prior year ELA FSA results indicate a level 3 or above</p>	<p>Students will be prompted to take the SKT, and/or additional diagnostic tasks (Oral Reading Fluency, Oral Response, and Written Response) available through FAIR-FS</p> <p>Grade level or above students will be served through their Language Arts Classes using the core curriculum with opportunities for enrichment. No additional time</p>	<p><u>We will use the student percentile rank by task score to determine instructional modifications needed.</u></p> <p>Students with scores at or above the 31st percentile-</p> <ul style="list-style-type: none"> • Extend or advance skills/concepts using current curriculum <p>Students with scores at or below the 30th percentile-</p> <ul style="list-style-type: none"> • Look at pre-requisite skills: Word Recognition, Vocabulary Knowledge, Syntactic Knowledge, Reading Comprehension • Coordinate with student’s other instructors to ensure strategies are used across content. • Determine instruction/intervention needed (time, materials, frequency, intensity) <p>Parents will be notified using the FAIR-FS computer generated parent resource letter-</p> <ul style="list-style-type: none"> • Letters will contain information on strength and weaknesses, progress over the school year, and skills targeted for instruction • Letters will also include resources on strengthening reading skills assessed in FAIR-FS <p><u>Students will receive specific skill based instruction as needed via Language Arts/Reading Remediation time.</u></p> <p>Explicit Word Recognition Instruction-</p> <ul style="list-style-type: none"> • Supplemental curriculum for decoding • Syllable patterns • Phonemic Awareness/Phonics <p>Explicit Vocabulary Instruction-</p> <ul style="list-style-type: none"> • Morphological Analysis • Word Origin Tracing-Greek/Latin roots • Semantic Mapping • Synonyms & Antonyms, Context Clues

			<p>for remediation provided.</p>	<p>Direct and Explicit Comprehension Instruction-</p> <ul style="list-style-type: none"> • Comprehension Monitoring • Making Connections (Text-to-self/text/world, background knowledge, schema) • Questioning (Generating, dissecting, QAR, author) • Visualizing • Inferring and Predicting • Determining Importance • Summarizing (include application of knowledge) • Graphic organizers • Summarizing, paraphrasing <p>Explicit Syntactic Knowledge Instruction-</p> <ul style="list-style-type: none"> • Target common connectives (conjunctions) • Teach pronoun reference • Teach subject/verb agreement • Balance structured instruction with embedded, spontaneous experiences in reading and writing • Provide opportunities for students to use connectives orally, in writing, and in reading • Expand variety of connectives by pointing out relationships between common/academic • Sentence starters with targeted connective • Replace one connective for another • Identify and sort connectives <p>Explicit Writing Instruction-</p> <ul style="list-style-type: none"> • Direct handwriting & keyboarding instruction • Direct spelling instruction • Sentence combining • Self-regulated strategy development • Modeling (think-aloud) • Provide daily time for students to write • Explicitly teach the writing process for a variety of purposes <p><u>We will use student ability scores to monitor student growth over time (AP1, AP2, AP3).</u></p>
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<p style="text-align: center;"><u>Grade 7</u></p> <p style="text-align: center;">FAIR-FS (Current Year)</p> <p style="text-align: center;">ELA-FSA (Previous Year)</p>	<p style="text-align: center;"><u>Assessment Pd 1</u></p> <p style="text-align: center;">August/September 2018</p> <p style="text-align: center;"><u>Assessment Pd 2</u></p> <p style="text-align: center;">November/December 2018</p> <p style="text-align: center;"><u>Assessment Pd 3</u></p> <p style="text-align: center;">March/April 2019</p>	<p>FAIR-FS Universal Screening Results (WRT, VKT, RC) indicate a PLS below .85, and/or prior year ELA-FSA results indicate a level 1 or 2</p> <p>FAIR-FS Universal Screening Results (WRT, VKT, RC) indicate a .85 and/or prior year ELA FSA results indicate a level 3 or above</p>	<p>Students will be prompted to take the SKT, and/or additional optional diagnostic tasks (Oral Reading Fluency, Oral Response, and Written Response) available through FAIR-FS</p> <p>Grade level or above students will be served through their Language Arts Classes using the core curriculum with opportunities for enrichment. No additional time for remediation provided.</p>	<p><u>We will use the student percentile rank by task score to determine instructional modifications needed.</u></p> <p>Students with scores at or above the 31st percentile-</p> <ul style="list-style-type: none"> • Extend or advance skills/concepts using current curriculum <p>Students with scores at or below the 30th percentile-</p> <ul style="list-style-type: none"> • Look at pre-requisite skills: Word Recognition, Vocabulary Knowledge, Syntactic Knowledge, Reading Comprehension • Coordinate with student's other instructors to ensure strategies are used across content. • Determine instruction/intervention needed (time, materials, frequency, intensity) <p>Parents will be notified using the FAIR-FS computer generated parent resource letter-</p> <ul style="list-style-type: none"> • Letters will contain information on strength and weaknesses, progress over the school year, and skills targeted for instruction • Letters will also include resources on strengthening reading skills assessed in FAIR-FS <p><u>Students will receive specific skill based instruction as needed via Language Arts/Reading Remediation time.</u></p> <p>Explicit Word Recognition Instruction-</p> <ul style="list-style-type: none"> • Supplemental curriculum for decoding • Syllable patterns • Phonemic Awareness/Phonics <p>Explicit Vocabulary Instruction-</p> <ul style="list-style-type: none"> • Morphological Analysis • Word Origin Tracing-Greek/Latin roots • Semantic Mapping • Synonyms & Antonyms, Context Clues <p>Direct and Explicit Comprehension Instruction-</p> <ul style="list-style-type: none"> • Comprehension Monitoring • Making Connections (Text-to-self/text/world, background knowledge, schema) • Questioning (Generating, dissecting, QAR, author)
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				<ul style="list-style-type: none"> • Visualizing • Inferring and Predicting • Determining Importance • Summarizing (include application of knowledge) • Graphic organizers • Summarizing, paraphrasing <p>Explicit Syntactic Knowledge Instruction-</p> <ul style="list-style-type: none"> • Target common connectives (conjunctions) • Teach pronoun reference • Teach subject/verb agreement • Balance structured instruction with embedded, spontaneous experiences in reading and writing • Provide opportunities for students to use connectives orally, in writing, and in reading • Expand variety of connectives by pointing out relationships between common/academic • Sentence starters with targeted connective • Replace one connective for another • Identify and sort connectives <p>Explicit Writing Instruction-</p> <ul style="list-style-type: none"> • Direct handwriting & keyboarding instruction • Direct spelling instruction • Sentence combining • Self-regulated strategy development • Modeling (think-aloud) • Provide daily time for students to write • Explicitly teach the writing process for a variety of purposes <p><u>We will use student ability scores to monitor student growth over time (AP1, AP2, AP3).</u></p>
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<p><u>Grade 8</u></p> <p>FAIR-FS (Current Year)</p> <p>ELA-FSA (Previous Year)</p>	<p><u>Assessment Pd 1</u></p> <p>August/September 2018</p> <p><u>Assessment Pd 2</u></p> <p>November/December 2018</p> <p><u>Assessment Pd 3</u></p> <p>March/April 2019</p>	<p>FAIR-FS Universal Screening Results (WRT, VKT, RC) indicate a PLS below .85, and/or prior year ELA- FSA results indicate a level 1 or 2</p> <p>FAIR-FS Universal Screening Results (WRT, VKT, RC) indicate a .85 and/or prior year ELA FSA results indicate a level 3 or above</p>	<p>Students will be prompted to take the SKT, and/or additional optional diagnostic tasks (Oral Reading Fluency, Oral Response, and Written Response) available through FAIR- FS</p> <p>Grade level or above students will be served through their Language Arts Classes using the core curriculum with opportunities for enrichment. No additional time for remediation provided.</p>	<p><u>We will use the student percentile rank by task score to determine instructional modifications needed.</u></p> <p>Students with scores at or above the 31st percentile-</p> <ul style="list-style-type: none"> • Extend or advance skills/concepts using current curriculum <p>Students with scores at or below the 30th percentile-</p> <ul style="list-style-type: none"> • Look at pre-requisite skills: Word Recognition, Vocabulary Knowledge, Syntactic Knowledge, Reading Comprehension • Coordinate with student's other instructors to ensure strategies are used across content. • Determine instruction/intervention needed (time, materials, frequency, intensity) <p>Parents will be notified using the FAIR-FS computer generated parent resource letter-</p> <ul style="list-style-type: none"> • Letters will contain information on strength and weaknesses, progress over the school year, and skills targeted for instruction • Letters will also include resources on strengthening reading skills assessed in FAIR-FS <p><u>Students will receive specific skill based instruction as needed via Language Arts/Reading Remediation time.</u></p> <p>Explicit Word Recognition Instruction-</p> <ul style="list-style-type: none"> • Supplemental curriculum for decoding • Syllable patterns • Phonemic Awareness/Phonics <p>Explicit Vocabulary Instruction-</p> <ul style="list-style-type: none"> • Morphological Analysis • Word Origin Tracing-Greek/Latin roots • Semantic Mapping • Synonyms & Antonyms • Context Clues <p>Direct and Explicit Comprehension Instruction-</p> <ul style="list-style-type: none"> • Comprehension Monitoring • Making Connections (Text-to-self/text/world, background knowledge, schema)
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Washington County School District
DT2-Middle (6-8)

				<ul style="list-style-type: none"> • Questioning (Generating, dissecting, QAR, author) • Visualizing • Inferring and Predicting • Determining Importance • Summarizing (include application of knowledge) • Graphic organizers • Summarizing • Paraphrasing <p>Explicit Syntactic Knowledge Instruction-</p> <ul style="list-style-type: none"> • Target common connectives (conjunctions) before academic connectives • Teach pronoun reference • Teach subject/verb agreement • Balance structured instruction with embedded, spontaneous experiences in reading and writing • Provide opportunities for students to use connectives orally, in writing, and in reading • Expand variety of connectives by pointing out relationships between common and academic • Sentence starters with targeted connective • Replace one connective for another • Identify and sort connectives <p>Explicit Writing Instruction-</p> <ul style="list-style-type: none"> • Direct handwriting & keyboarding instruction • Direct spelling instruction • Sentence combining • Self-regulated strategy development • Modeling (think-aloud) • Provide daily time for students to write • Explicitly teach the writing process for a variety of purposes <p><u>We will use student ability scores to monitor student growth over time (AP1, AP2, AP3).</u></p>
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Washington County School District
DT2-Middle (6-8)

Remedial Time Provided	Remedial Group Size	Instructional Modification
<p><u>Roulhac Middle School</u>- Students in grades 6-8 will receive an additional 25 minutes daily for reading remediation.</p> <p><u>Vernon Middle School</u>-6th grade students will receive an additional 45 minutes daily for reading remediation. Students in 7th and 8th grade will receive an additional 25 minutes daily for reading remediation.</p>	<p>All students identified based on the measures outlined above (Individual task percentile rank, and previous year ELA- FSA score) will be provided with reading remediation.</p> <p>*Group size should fluctuate based on ongoing FAIR-FS progress monitoring results.</p>	<p>Instruction for students who do NOT respond to specific intervention with the initial intensive intensity (time and group) provided will be referred for MTSS or further diagnostic testing to determine specific needs that require individualized instruction. Progress will be monitored to ensure growth over time.</p>

Washington County School District (DT3 – High School) 9 – 12

<p>Administer—FAIR-FS Predictive Assessment (grades 9-12): reading vocabulary, application, literary analysis, writing process, writing/communication, and informational literacy</p>		<p>Dates: AP 1—August—October AP 2—November—February AP 3—March—May</p>
<p>Disfluent FSA Level 1 Student</p>	<p>Fluent FSA Student and/or Disfluent FSA Level 2 Student</p>	<p>Fluent FSA Level 2 Student</p>
<p>Further Diagnostic Evaluation:</p> <ul style="list-style-type: none"> • Administer FAIR Toolkit Phonics Screening or Words Their Way Upper Level Spelling Inventory to determine student needs in decoding. • Use data from assessment instruments (ex. FAIR, spelling inventory) (sorted by teacher, sorted by skill) to determine the level of daily differentiated intervention required for all students in the following areas: <ul style="list-style-type: none"> *decoding ability *vocabulary knowledge *text reading efficiency *thinking deeply about text • Determine need for intensity <ul style="list-style-type: none"> *additional time *smaller group size *more targeted instruction in areas of need • Determine progress monitoring steps: <ul style="list-style-type: none"> *How frequently will progress be checked? *What instrument will be used to check? 	<p>Further Diagnostic Evaluation:</p> <ul style="list-style-type: none"> • Administer as needed: FAIR Toolkit Phonics Screening or Words Their Way Upper Level Spelling Inventory, Academic Vocabulary Inventory, or Instructional Level Passages with Question/Response Templates to determine student needs in decoding, vocabulary, and/or text reading efficiency and thinking deeply about text. • Use data from assessment instruments (ex. FAIR, spelling inventory) (sorted by teacher, sorted by skill) to determine the level of daily differentiated intervention required for all students in the following areas: <ul style="list-style-type: none"> *decoding ability *vocabulary knowledge *text reading efficiency *thinking deeply about text • Determine need for intensity <ul style="list-style-type: none"> *additional time *smaller group size *more targeted instruction • Determine progress monitoring steps: 	<p>Further Diagnostic Evaluation:</p> <ul style="list-style-type: none"> • Use data from assessment instruments (ex. FAIR, spelling inventory) (sorted by teacher, sorted by skill) to determine the level of daily differentiated intervention required for all students in the following areas: <ul style="list-style-type: none"> *vocabulary knowledge *thinking deeply about text • Determine need for intensity <ul style="list-style-type: none"> *additional time *smaller group size *more targeted instruction • Determine progress monitoring steps: <ul style="list-style-type: none"> *How frequently will progress be checked? *What instrument will be used to check? <p>Provide differentiated small group instruction with appropriate level text and supplemental materials in a content-area course with an instructor who is reading endorsed or who has completed Content Area Reading Professional Development (CAR-PD)/Next Generation Content Area Reading Professional Development (NGCAR-PD).</p>

Washington County School District (DT3 – High School) 9 – 12

<p>Provide differentiated small group instruction with appropriate level text and supplemental materials.</p> <p>All students should receive weekly instruction that includes decoding strategies, vocabulary knowledge development, and thinking deeply about text.</p> <p>All students who demonstrate needs in phonics should receive explicit instruction in orthographic knowledge; students demonstrating need in morphological strategies should receive explicit instruction in base/root words and prefixes/suffixes.</p> <p>Students not responding and making progress will be further diagnosed and instruction will be modified to be more explicit and in smaller groups. Students not making progress will be served with different materials in subsequent years to accelerate their reading skills.</p>	<p>*How frequently will progress be checked? *What instrument will be used to check?</p> <p>Provide differentiated small group instruction with appropriate level text and supplemental materials.</p> <p>Serve student in reading interventions using ongoing progress monitoring tools between assessment windows to ascertain progress.</p> <p>Provide <i>enhanced</i> instruction in high-level reasoning skills, vocabulary, and thinking deeply about text strategies required to meet grade level standards.</p>	<p>Serve student in reading interventions using ongoing progress monitoring tools between assessment windows to ascertain progress.</p> <p>Provide current levels of instruction in high-level reasoning skills, vocabulary, and thinking deeply about text strategies required to meet grade level standards.</p>
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**Programs and Materials:
Intensive Reading Courses**

Washington County School District (DT3 – High School) 9 – 12

<p>A* Reading interventions provided through Intensive Reading course <i>Disfluent FSA Level 1 Student</i></p>	<p>B* Reading interventions provided through Intensive Reading course <i>Fluent FSA Level 1, or Disfluent FSA Level 2 Student</i></p>	<p>C* Reading interventions provided through content area course <i>Fluent FSA Level 2 Student</i></p>
<p>Programs and Materials:</p> <p>SpringBoard 6-Minute Solution ACTstudent.org CIS Lessons ReadWorks Read Theory Newsela Vocabulary Strategies (concept circles, Marzano’s Academic Vocabulary) FAIR Tool Kit FCRR Tool Kit Khan Academy</p>	<p>Programs and Materials:</p> <p>SpringBoard ACTstudent.org 6-Minute Solution ReadWorks Read Theory Newsela CIS Lessons Quill Study/Test-Taking Strategies Khan Academy</p>	<p>Programs and Materials:</p> <p>Cornell Notes Vocabulary Strategies (concept circles, Marzano’s Academic Vocabulary) CIS Lessons High Level Questioning Khan Academy</p>