

## Washington 2019-20 K-12 Comprehensive Research-Based Reading Plan

### Contact Information

The district contact should be the person ultimately responsible for the plan. This person will be FDOE’s contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district.

**District Contact:** Washington County School District

**Contact Email:** [gail.riley@wcsdschools.com](mailto: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, 2016-2017 and 2017-2018 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	49	55	50	56	54	57	58

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	47	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
						18	17
White/African American	25	21	22	19	20		
White/Hispanic	6	3	18	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.**

\*Academic analysts will be assigned to the schools/grades in the most need. Communication between the district office, administrators and analysts will impact student achievement as data is evaluated and decisions are made.

\*Interventions will be purchased with the allocation and data will be evaluated as the interventions are implemented according to the needs of the individual students.

\*Reading Competencies will be offered through the district in order to meet the requirements for intensive Reading teachers. These competencies will be open to all teachers.

**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?**

District Level Leadership Team:  
Director of Federal Programs  
Director of Curriculum/Instruction  
Director of Assessments/Accountability (MTSS Coordinator)

**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-Growth Monitoring  
K-STAR Early Literacy  
6-8 FAIR  
9-10 FAIR

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

Assessment Period 1: iREADY Diagnostic 1 August/September 2019  
Assessment Period 2: iREADY Diagnostic 2 January/February 2020  
Assessment Period 3: iREADY Diagnostic 3 April/May 2020

**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/Accountability/Director of Curriculum/Instruction

**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?**

District Instructional Leadership Team/Academic analysts at each school

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

Classroom Walk-throughs  
Progress Monitoring Data from iREADY and FAIR  
Achieve 3000 Grades 9/10/11<sup>th</sup>/12<sup>th</sup> Intensive Reading Data  
Secondary embedded assessments

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

The Progress monitoring data will be collected 3 times per year and analyzed by the academic analysts.

- 6. As a separate attachment, please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has developed the plan along with: the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements, the district contact for Multi-Tiered Systems of Supports(MTSS), the district Management Information Systems (MIS) contact to ensure accurate data reporting, the district ELL contact, a school based principal and a teacher.**

See Appendix A.

**Research-Based Reading Instruction Allocation**

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

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

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

## **Professional Development**

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

- 1. Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the Professional Learning Catalog pursuant to 6A-5.071 F.A.C.?**

Director of Professional Development  
Director of Curriculum/Instruction

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

\$18000.00

- 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..**

**Please list the course numbers from your district Professional Learning Catalog which cover this training.**

Reading Difficulties, Disabilities and Dyslexia 2-100-018/ 2-013-001  
Washington County will be partnering with PAEC for Reading Competencies 1-5 as well as FLDRS and BEESS in developing and having access to future professional development having the above components.

## **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.

## WASHINGTON COUNTY SCHOOL DISTRICT

### JOB DESCRIPTION

#### ACADEMIC ANALYST

#### QUALIFICATIONS:

- (1) Bachelor's Degree or higher from an accredited educational institution.
- (2) Must hold State of Florida certification in middle and/or secondary areas with experience in data analysis.

#### KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of child development and especially of characteristics of children in the age group assigned. Knowledge of the prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skills in using varied teaching methods to address student learning styles. Skills in oral and written communication with students, parents, and others. Ability to plan and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results, and prescribe actions for improvement. Ability to work effectively with peers, administrators and others.

#### REPORTS TO:

Director of Curriculum  
Director of Assessment

#### JOB GOAL

To promote academic achievement and improve teaching strategies, to assist in meeting District goals.

#### SUPERVISES:

N/A

#### PERFORMANCE RESPONSIBILITIES:

- (1) Create or select long range plans based on a review of district and state curriculum priorities, student profiles, and instructional priorities.
- (2) Identify specific intended learning outcomes which are challenging, meaningful, and measurable.
- (3) Plan and prepare a variety of learning activities considering individual student' culture, learning styles, special needs, and socio-economic background.
- (4) Plan instructional strategies which support the school improvement plan and the District mission.

- (5) Select, develop, modify, and/or adapt materials and resources which support learning objectives and address students' varying learning styles, backgrounds, and special needs.
- (6) Establish and maintain a positive, organized, and safe learning environment.
- (7) Maintain academic focus by using a variety of motivational techniques.
- (8) Develop routines and efficient techniques for minimizing time required for administrative and organizational activities.
- (9) Organize materials for efficient distribution and collection.
- (10) Develop and use assessment strategies (traditional and alternative) to assist the continuous development of learners.
- (11) Interpret and use data (including but not limited to standardized and other test results) for diagnosis, instructional planning, and program evaluation.
- (12) Use on-going assessment to monitor student progress, verify that learning is occurring, and adjust curriculum and instruction.
- (13) Communicate, in understandable terms, individual student progress knowledgeably and responsibly to professional colleagues who need access to the information.
- (14) Evaluate the effectiveness of instructional units and teaching strategies
- (15) Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.
- (16) Use appropriate techniques and strategies to enhance the application of critical, creative, and evaluative thinking capabilities of students.
- (17) Provide appropriate instruction and modifications for students with special needs, including exceptional education students and students who have limited proficiency in English.
- (18) Communicate effectively, orally and in writing, with other professionals.
- (19) Collaborate with school staff, and other appropriate persons to assist in meeting student needs.
- (20) Engage in continuing improvement of professional knowledge and skills.
- (21) Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content.
- (22) Act in a professional and ethical manner and adhere at all times to the Code of Ethics and Principles of Professional Conduct.
- (23) Maintain confidentiality of student and other professional information.
- (24) Train teachers in data analysis and using data to differentiate instruction.
- (25) Continue to increase their knowledge base in best practices in math/science instruction, intervention, and instructional math/science strategies.
- (26) Work with instructional staff in the context of modeling, co-teaching, and coaching.

**PHYSICAL REQUIREMENTS:**

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

**TERMS OF EMPLOYMENT:**

Salary and benefits shall be paid consistent with the District's approved compensation plan.

Length of the work year and hours of employment shall be those established by the District.

**EVALUATION:**

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

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

Roulhac Middle School  
Vernon High School

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

yes

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

- a. Elementary:0
- b. Middle:1
- c. High:1

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

Student Achievement Data, VAM Scores and Classroom Observations completed by District Directors and Principals

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

52909.42

**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.:

iREADY/Achieve 3000/Moby Max/Fl Instructional Coach

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

50352.58

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.

N/A

### Summer Reading Camps

Please complete the following questions regarding SRC:

- 1. SRC Supervisor Name: Gail Riley
- 2. Email Address:[gail.riley@wcsdschools.com](mailto: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, 2019
- b. **Which days of the week is SRC offered:** Monday-Thursday
- c. **Number of instructional hours per day in reading:** 6
- d. **End Date:** July 18, 2019
- e. **Total number of instructional hours of reading:** 36

**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.?**

Hiring practice is under the direction of the principal and are employed on the basis of delivery of instruction to struggling readers as determined by teacher evaluation

**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)?**

Yes, Grade 2 will be encouraged to attend

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

iREADY Results/Portfolios

**300 Lowest-Performing Elementary Schools**

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

This may be found in Appendix C.

## **Budget Review**

Estimated proportional share distributed to district charter schools	0
District expenditures on reading coaches	52909.42
District expenditures on intervention teachers	0
District expenditures on supplemental materials or interventions	50352.58
District expenditures on professional development	15000.00
District expenditures on summer reading camps	18000.00
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	117998.00
Sum of Expenditures	168351.00
Amount of district research-based reading instruction allocation for 2019-2020	254260.00

## APPENDIX B

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

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

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

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention. For each grade level on each chart, districts must include a description of which students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p><b>Kindergarten Students -</b> FLKRS</p> <p><b>Grades 1-2</b> STAR - Reading</p> <p><b>Grades K-2</b> Administer i-Ready Reading diagnostic to all students.</p>	<p><b>Kindergarten:</b> FLKRS - Aug 12-Sept 25</p> <p>i-Ready - Assessment Period 1 - September 2019</p> <p>Assessment Period 2: January 2020</p> <p>Assessment Period 3: May 2020</p> <p><b>Grades 1 - 2</b> STAR - beginning, middle and end of year</p> <p>Assessment Period 2: Dec - January 2020</p> <p>Assessment Period 3: April - May 2020</p>	<p>K-2 a student exhibits a substantial deficiency in reading based on teacher observation, screening or diagnostic progress monitoring <b>(Tier 2 or Tier 3)</b></p> <p>K -2 Scores Profile 1 on iReady and FLKRS score 437 or below <b>(Tier 2 or Tier 3 students)</b></p> <p>Students show a lack of phonological awareness in phonics.</p> <p>Limited words</p>	<p>Upon initial concern, teacher will place student on a watch list while continuing core curriculum. The watch list, as noted below and in 2018-2019 MTSS manual, are students who the teacher has identified with one indicator and needing more assistance. These students are in Tier 1 but with additional support until a substantial deficient is suspected or identified using multiple data sources.</p> <p>Student must be provided intensive explicit systematic and multisensory reading interventions immediately following the identification of the reading deficiency.</p> <p><b>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.</b></p> <p><b>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.</b></p>	<p>See below</p> <p><b>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 in this model. 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.</b></p>

				<p>Tier 2 These students will be given additional small group or one on one instruction using the text, “Sounds and Letters” or “Phonemic Awareness: The Skills That They Need To Help Them Succeed” . <b>Both these texts use multisensory activities to help students gain phonemic awareness and phonics skills.</b></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. <b>If students do not make progress then they will be moved to Tier 3. These students could begin</b> the computer program. Reading Assistant (<b>only KMS</b>) may be used to increase students’ word reading fluency using connected text. <b>Tier 2</b> students will complete online lessons on Fast Forward. (Kate Smith Elementary only)</p> <p>If students do not make progress then they will move to Tier 3 intensive interventions: These students will be given additional one-on-one instruction using the text, “Sounds and Letters”.</p> <p>Students with a severe deficiency in fluency and/or phonological awareness will receive one-on-one instruction using Great Leaps.</p> <p>Those students (Tier 3) that are not making progress in small groups will be pulled one on one to work with the teacher (reading endorsed or working toward endorsement) up to thirty extra minutes 3-5 days per week. These students will be provided</p>
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				<p>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 interventions and/or Connect Comprehension..</p>
		<p>Profile 2 on iReady and/or FLKRS score 438-496  <b>Tier 1 &amp; Tier 2 students</b></p>		<p><b>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</b></p>

		<p>Students show a lack of phonological awareness and phonics.</p> <p>Weak comprehension but demonstrates strong vocabulary</p>	<p><b>Focus will be sematic instruction in common consonant letter recognition and vowel patterns along with letter-sound relationships, with ample opportunity to apply skills to connected text.</b></p> <p><b>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.</b></p>	<p><b>given through i-Ready.</b></p> <p><b>During small group teachers will explicitly teach comprehension strategies and skills needed to understand written text.</b></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. At KMS, students will complete online lessons on Fast Forward. (Kate Smith Elementary only)</p>
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		<p>Profile 3 on iReady and/or FLKRS score 497-529</p> <p>Student's show a limited vocabulary and low comprehension skills.</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><b>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.</b></p>	<p><b>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.</b></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</p>
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		<p>Profile 4 on iReady and/or FLKRS score 530-587 Tier 1 students</p> <p>Students' are low in comprehension</p>	<p><b>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.</b></p> <p><b>These students can decode and have a high vocabulary/word knowledge.</b></p>	<p>be incorporated whenever possible across content areas.</p> <ul style="list-style-type: none"> <li>o</li> <li>o</li> <li>o</li> </ul> <p><b>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.</b></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>
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				<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>
		<p>Students are at grade level in all areas Tier 1 students</p>	<p><b>Focus will continue on grade level and above skills in whole and small group instruction, in vocabulary, phonics, fluency, and comprehension.</b></p>	<p><b>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.</b></p> <p>To further increase vocabulary and provide strategies for increased word learning, Elements</p>

				<p>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> <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 (Tier I & Tier II) are fluid and changed (every 4 weeks or sooner) based on the students' needs identified by progress monitoring, teacher observation, and individualized assessments. All students receiving Tier II & Tier III will be reported in our student information system (FOCUS) as getting reading interventions.

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 as having a reading deficiency (Tier 2 students) based on many factors, including teacher observations, formative assessments and/or diagnostics will be provided intensive, explicit, systematic and multisensory interventions immediately following the

identification of the reading deficiency. Progress will be 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 1<sup>st</sup> an assessment checklist, 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 2 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. K-1 assessments and grade 2 grades are analyzed by the MTSS/RTI Team to determine if reading interventions are needed.

As per HB 7069, section 1008.25 students scoring in the Profiles 1 or 2 (will be considered Tier 2 students and could turn into Tier 3 if they do not progress) in grades K-2, 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 could 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 (**Tier 2 students that could turn into Tier 3 students**) on iReady (Profile 1 in reading) in K-2, scoring below 437 in kindergarten on FLKRS, and/or scoring below grade level on the Diagnostic Reading Assessment (DRA) given in grades 1-2 will begin interventions immediately following the meeting of the MTSS team with the students' parents to determine the best plan of action for the interventions.

Those students (Tier III) that are not making progress in small groups will be pulled one on one to work with the teacher (reading endorsed or working toward endorsement) up to thirty extra minutes 3-5 days per week. 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 interventions.

Progress Monitoring Assessment	Date(s)	If	Then	Programs/Materials/Strategies
<p><b>Grades 3-5 all students Administer i-Ready Reading diagnostic to all students.</b></p> <p>FSA-ELA</p> <p>STAR</p>	<p><b>i-Ready Assessment Beginning of Year: August 2019</b></p> <p><b>i-Ready Assessment Middle of Year: December/ January 2020</b></p> <p><b>i-Ready Assessment End of Year: April/May 2020</b></p> <p>Spring 2019</p> <p>Beginning, middle and end of year</p>	<p>Grade 3 Receives SS below 489 (2 grade levels below)</p> <p>Grade 4 receives SS below 511 or FSA Level 1 or 2 (from Grade 3)</p> <p>Grade 5 receives SS below 557 or FSA Level 1 or 2 (from Grades 3 and 4)</p>	<p><b><u>Tier 2</u></b>                      Place student name on “concern list.”                      Contact parents about specific concerns and get letter signed.                      Request an MTSS meeting.                      Progress monitor at beginning, middle and end of year. Use the i-Ready growth-monitor every 4-6 weeks to measure progress. Monitor on-level core instruction. Use combined data of the i-Ready current and past scale scores and levels (in Unify), STAR reading levels, subject report card grades, teacher input, classroom observations and Wonders test scores to determine deficits in reading and appropriate instructional interventions. Utilize results for targeting deficits within the 90-minute uninterrupted reading block in small groups.</p> <p>Students determined to have needs by the team will begin interventions.</p> <p><b><u>Tier 3</u></b>                      Students moved to Tier 3 will receive an additional thirty minutes per week interventions 3-4 days a week based on</p>	<p><b><u>Tier 2 and 3 (intervention resources)</u></b>  <b>Connect to Comprehension, an intensive program for struggling readers and Great Leaps,</b> will be used with struggling students in a small group setting, or possibly in a one-to-one setting, to increase student phonics skills, vocabulary and comprehension.</p> <p>Ready Teacher Toolbox - Reteach lessons and Tools for 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. 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>C-Palms lessons may be used to work on specific standard(s) deficits.</p> <p>i-Ready Standards Mastery Assessments may be used to monitor and teach deficits on specific standards.</p>

			<p>specific needs. The decision to move to Tier 3 will be determined using all data and by the team.</p> <p><b><u>ALL STUDENTS:</u></b></p>	<p>Elements of Reading Vocabulary or another research-based vocabulary program may be used as well as incorporation of text sets in classroom across content areas.</p> <p>Readworks text sets</p> <p>Reading Assistant (only KMS) is used for struggling readers (computer-based)</p> <p><b><u>Tiers 1, 2, 3 Expectations</u></b></p> <p>The Wonders Core Reading Program will be used in whole group instruction for all students. An emphasis will be placed on text-based evidence, close reading of text, and high-level questioning.</p> <p>High impact strategies for comprehending text will be taught throughout all subject areas.</p> <p>Ready resources recommended from the Teacher Toolbox can be used for each profile of students to meet specific needs.</p>
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		<p><b>i-Ready Groupings</b></p> <hr/> <p>If Below Level in Phonics (Grouping 1 and 2 i-Ready)</p>	<p><b>Interventions</b></p> <hr/> <p><b>Phonics</b></p> <p>Students in this profile are experiencing difficulty reading words accurately. In order to read for meaning, these students will need to become efficient decoders, and explicit Phonics instruction should be the immediate priority for their small-group work. Include instruction and practice to build automatic word recognition, and provide ample opportunity to practice skills in connected text. Keep in mind that the end goal of reading is comprehension, and continue to work on comprehension as you target Phonics.</p>	<p>All students receive individualized online instruction in i-Ready Reading based on their individual needs identified through the i-Ready diagnostic. (45 minutes minimum per week)</p> <p>Students will be provided increased vocabulary instruction that builds upon the understanding of root words, Greek and Latin roots, prefixes, suffixes and multiple meaning words. This will be incorporated into the classroom instruction.</p> <p>Explicit instruction in writing expository and opinion essays will occur through a daily writing exercise using text based evidence from multiple sources. This may occur in ELA or SS.</p> <p>Students will be provided consistent grammar lessons by grade level.</p> <p>Literacy circles, book talks, and class reading of novel sets are incorporated whenever possible across content areas.</p> <p>AVID strategies (5th grade) will be initiated in the 2019-2020 school year.</p> <p>Students will work towards an AR point goal every nine weeks to strengthen reading background knowledge,</p>
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		<p><b>If Below Level in Fluency (Grouping 4 i-Ready)</b></p>	<p><b>small-group instruction. These students may show gains in Comprehension as their fluency improves.</b></p>	<p>Elements of Reading Vocabulary  Greek and Latin roots exercise  Readworks Article-A-Day</p> <p>Connect to Comprehension (grades 3 and 4)  Lakeshore Daily Reading Comprehension  Close reading strategies of related or multiple text</p>
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				<p>Exercises where students have fluency practice of repeated text with recording of rate and accuracy with an emphasis on reading with expression (Great Leaps, Wonders, Readworks text sets)</p>
		<p><b>If On Grade Level (Grouping 5 i-Ready)</b></p>	<p><b>Build on their strengths in vocabulary and prepare them to read more complex texts. Priorities for small-group instruction should include strengthening word-learning strategies and developing a deeper understanding of literary, academic, and domain-specific vocabulary.</b></p> <p><b>To prepare them to read increasingly challenging and complex texts, continue to make strategy instruction a focus of small-group time.</b></p>	<p>Provide challenge where students develop vocabulary and practice close reading using related texts sets or novels. Slightly above grade level text should be used. Students should be instructed using higher questions and should be required to provide text evidence and record thinking as they read.</p> <p>Wonders Challenge</p>

		<p><b>If any student has not tested out of High Frequency Words domain on i-Ready in Grade 3, 4, and 5</b></p>	<p><u>By grade 3, students should know the Dolch 220 high frequency wordlist to support fluent reading.</u></p>	<p>Any student grades 3-5:  <u>Incorporate practice of the Dolch 220 wordlist until the Dolch 220 wordlist has been mastered and/or the domain on i-Ready is marked “Tested Out”. Words known should be counted periodically for baseline and to show growth.</u></p>
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				<p>Direct and Explicit Comprehension Instruction-</p> <ul style="list-style-type: none"> <li>• Comprehension Monitoring</li> <li>• Making Connections (Text-to self/text/world, background knowledge, schema)</li> <li>• Questioning (Generating, dissecting, QAR, author)</li> <li>• Visualizing</li> <li>• Inferring and Predicting</li> <li>• Determining Importance</li> <li>• Summarizing (include application of knowledge)</li> <li>• Graphic organizers</li> <li>• Summarizing, paraphrasing</li> </ul> <p>Explicit Syntactic Knowledge Instruction-</p> <ul style="list-style-type: none"> <li>• Target common connectives (conjunctions)</li> <li>• Teach pronoun reference</li> <li>• Teach subject/verb agreement</li> <li>• Balance structured instruction with embedded, spontaneous experiences in reading and writing</li> <li>• Provide opportunities for students to use connectives orally, in writing, and in reading</li> <li>• Expand variety of connectives by pointing out relationships between common/academic</li> <li>• Sentence starters with targeted connective</li> <li>• Replace one connective for another</li> <li>• Identify and sort connectives</li> </ul> <p>Explicit Writing Instruction-</p> <ul style="list-style-type: none"> <li>• Sentence combining</li> <li>• Self-regulated strategy development</li> <li>• Modeling (think-aloud)</li> <li>• Provide daily time for students to write</li> <li>• Explicitly teach the writing process for a variety of purposes</li> </ul> <p><b>We will use student ability scores to monitor student growth over time (AP1, AP2, AP3).</b></p>
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Progress Monitoring Assessment	Date(s) Administered	Performance Benchmark If...	Performance Benchmark Then...	Data Driven Instructional Modifications
<p>Grade 7</p> <p>FAIR-FS (Current Year)</p> <p>ELA-FSA (Previous Year)</p>	<p><b><u>Assessment Pd 1</u></b> Aug/Sept 2019</p> <p><b><u>Assessment Pd 2</u></b> Nov/Dec 2019</p> <p><b><u>Assessment Pd 3</u></b> March/April 2020</p> <p>May 2019</p>	<p>FAIR-FS Universal Screening results (WRT, VKT, RC) indicate a PLS below .70, and/or prior year ELA- FSA results indicate a level 1 or level 2 (scale score 309-317), as well as historical FSA data</p> <p>FAIR-FS Universal Screening Results (WRT, VKT, RC) indicate a .70 and/or prior year ELA FSA results indicate a level 2 (scale score 318-325) or above</p>	<p>Students will be prompted to take the SKT 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</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"> <li>• Extend or advance skills/concepts using current curriculum</li> </ul> <p>Students with scores at or below the 30th percentile-</p> <ul style="list-style-type: none"> <li>• Look at pre-requisite skills: Word Recognition, Vocabulary Knowledge, Syntactic Knowledge, Reading Comprehension</li> <li>• Coordinate with student's other instructors to ensure strategies are used across content.</li> <li>• Determine instruction/intervention needed (time, materials, frequency, intensity)</li> </ul> <p>Parents will be notified using the FAIR-FS computer generated parent resource letter-</p> <ul style="list-style-type: none"> <li>• Letters will contain information on strength and weaknesses, progress over the school year, and skills targeted for instruction</li> <li>• Letters will also include resources on strengthening reading skills assessed in FAIR-FS</li> </ul> <p><u>Students will receive specific skill based instruction as needed via Language Arts/alloted Reading Remediation time</u></p> <p>Explicit Word Recognition Instruction-</p> <ul style="list-style-type: none"> <li>• Supplemental curriculum for decoding</li> <li>• Syllable patterns</li> <li>• Phonemic Awareness/Phonics</li> </ul> <p>Explicit Vocabulary Instruction-</p> <ul style="list-style-type: none"> <li>• Morphological Analysis</li> <li>• Word Origin Tracing-Greek/Latin roots</li> <li>• Semantic Mapping</li> <li>• Synonyms &amp; Antonyms, Context Clues</li> </ul>

				<p>Direct and Explicit Comprehension Instruction-</p> <ul style="list-style-type: none"> <li>• Comprehension Monitoring</li> <li>• Making Connections (Text-to self/text/world, background knowledge,schema)</li> <li>• Questioning (Generating, dissecting, QAR,author)</li> <li>• Visualizing</li> <li>• Inferring and Predicting</li> <li>• Determining Importance</li> <li>• Summarizing (include application of knowledge)</li> <li>• Graphic organizers</li> <li>• Summarizing, paraphrasing</li> </ul> <p>Explicit Syntactic Knowledge Instruction-</p> <ul style="list-style-type: none"> <li>• Target common connectives (conjunctions)</li> <li>• Teach pronoun reference</li> <li>• Teach subject/verb agreement</li> <li>• Balance structured instruction with embedded, spontaneous experiences in reading and writing</li> <li>• Provide opportunities for students to use connectives orally, in writing, and in reading</li> <li>• Expand variety of connectives by pointing out relationships between common/academic</li> <li>• Sentence starters with targeted connective</li> <li>• Replace one connective for another</li> <li>• Identify and sort connectives</li> </ul> <p>Explicit Writing Instruction-</p> <ul style="list-style-type: none"> <li>• Sentence combining</li> <li>• Self-regulated strategy development</li> <li>• Modeling (think-aloud)</li> <li>• Provide daily time for students to write</li> <li>• Explicitly teach the writing process for a variety of purposes</li> </ul> <p><b>We will use student ability scores to monitor student growth over time (AP1, AP2, AP3).</b></p>
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Progress Monitoring Assessment	Date(s) Administered	Performance Benchmark If...	Performance Benchmark Then...	Data Driven Instructional Modifications
<p>Grade 8</p> <p>FAIR-FS (Current Year)</p> <p>ELA-FSA (Previous Year)</p>	<p><b><u>Assessment Pd 1</u></b> Aug/Sept 2019</p> <p><b><u>Assessment Pd 2</u></b> Nov/Dec 2019</p> <p><b><u>Assessment Pd 3</u></b> March/April 2020</p> <p>May 2019</p>	<p>FAIR-FS Universal Screening results (WRT, VKT, RC) indicate a PLS below .70, and/or prior year ELA- FSA results indicate a level 1 or level 2 (scale score 318-325), as well as historical FSA data</p> <p>FAIR-FS Universal Screening Results (WRT, VKT, RC) indicate a .70 and/or prior year ELA FSA results indicate a level 2 (scale score 326-332) or above</p>	<p>Students will be prompted to take the SKT 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</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"> <li>• Extend or advance skills/concepts using current curriculum</li> </ul> <p>Students with scores at or below the 30th percentile-</p> <ul style="list-style-type: none"> <li>• Look at pre-requisite skills: Word Recognition, Vocabulary Knowledge, Syntactic Knowledge, Reading Comprehension</li> <li>• Coordinate with student's other instructors to ensure strategies are used across content.</li> <li>• Determine instruction/intervention needed (time, materials, frequency, intensity)</li> </ul> <p>Parents will be notified using the FAIR-FS computer generated parent resource letter-</p> <ul style="list-style-type: none"> <li>• Letters will contain information on strength and weaknesses, progress over the school year, and skills targeted for instruction</li> <li>• Letters will also include resources on strengthening reading skills assessed in FAIR-FS</li> </ul> <p><u>Students will receive specific skill based instruction as needed via Language Arts/alloted Reading Remediation time</u></p> <p>Explicit Word Recognition Instruction-</p> <ul style="list-style-type: none"> <li>• Supplemental curriculum for decoding</li> <li>• Syllable patterns</li> <li>• Phonemic Awareness/Phonics</li> </ul> <p>Explicit Vocabulary Instruction-</p> <ul style="list-style-type: none"> <li>• Morphological Analysis</li> <li>• Word Origin Tracing-Greek/Latin roots</li> <li>• Semantic Mapping</li> <li>• Synonyms &amp; Antonyms, Context Clues</li> </ul>

				<p>Direct and Explicit Comprehension Instruction-</p> <ul style="list-style-type: none"> <li>• Comprehension Monitoring</li> <li>• Making Connections (Text-to self/text/world, background knowledge,schema)</li> <li>• Questioning (Generating, dissecting, QAR,author)</li> <li>• Visualizing</li> <li>• Inferring and Predicting</li> <li>• Determining Importance</li> <li>• Summarizing (include application of knowledge)</li> <li>• Graphic organizers</li> <li>• Summarizing, paraphrasing</li> </ul> <p>Explicit Syntactic Knowledge Instruction-</p> <ul style="list-style-type: none"> <li>• Target common connectives (conjunctions)</li> <li>• Teach pronoun reference</li> <li>• Teach subject/verb agreement</li> <li>• Balance structured instruction with embedded, spontaneous experiences in reading and writing</li> <li>• Provide opportunities for students to use connectives orally, in writing, and in reading</li> <li>• Expand variety of connectives by pointing out relationships between common/academic</li> <li>• Sentence starters with targeted connective</li> <li>• Replace one connective for another</li> <li>• Identify and sort connectives</li> </ul> <p>Explicit Writing Instruction-</p> <ul style="list-style-type: none"> <li>• Sentence combining</li> <li>• Self-regulated strategy development</li> <li>• Modeling (think-aloud)</li> <li>• Provide daily time for students to write</li> <li>• Explicitly teach the writing process for a variety of purposes</li> </ul> <p><b>We will use student ability scores to monitor student growth over time (AP1, AP2, AP3).</b></p>
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Remedial Time Provided	Remedial Group Size	Instructional Modification
<p><u>Roulhac Middle School:</u> Students identified as needing reading interventions based on previous years' ELA FSA scores in grades 6-8 will receive an additional period of reading remediation 3-5 times weekly.</p> <p><u>Vernon Middle School:</u> Students identified as needing reading interventions based on previous years' ELA FSA scores in grades 6-8 will receive an additional period of reading remediation 3-5 times weekly.</p>	<p>Size will be determined based on the number of students identified as needing reading remediation.</p> <p>&lt;than 22</p>	<p>Students will be provided with individualized interventions in addition to their ELA core curriculum to match their identified deficits (based on FAIR-FS, FSA, classroom assessments). Progress will be monitored and documented to ensure growth over time.</p>

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

Progress Monitoring	Date(s) Administered	Performance Benchmark If...	Performance Benchmark Then...	Data Driven Instructional Modifications
<p><b>Grade 9</b></p> <p>FAIR-FS (Previous/Current Year(s))</p> <p>Achieve 3000-Level Set (Current Year)</p> <p>ELA-FSA (Previous Year(s))</p>	<p><b>Assessment Periods</b></p> <p><b>Assessment Period 1</b> August/September 2019</p> <p><b>Assessment Period 2</b> November/December 2019</p> <p><b>Assessment Period 3</b> March/April 2020</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 PLS below .85 and/or prior year ELA-FSA results indicate a Level 3 or above</p>	<p>Students will be prompted to take SKT, and/or additional optional diagnostics 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><b><u>We will use the student percentile rank by task score to determine instructional modifications needed.</u></b></p> <p>Students with scores at or above the 31st percentile-</p> <ul style="list-style-type: none"> <li>• Extend or advance skills/concepts using current curriculum (SpringBoard)</li> </ul> <p>Students with scores at or below the 30th percentile-</p> <ul style="list-style-type: none"> <li>• Look at pre-requisite skills: Word Recognition, Vocabulary Knowledge, Syntactic Knowledge, Reading Comprehension</li> <li>• Coordinate with student's other instructors to ensure strategies are used across content.</li> <li>• Determine instruction/intervention needed (time, materials, frequency, intensity) using Achieve 3000 Level Set.</li> </ul> <p>Parents will be notified using the FAIR-FS computer generated parent resource letter-</p> <ul style="list-style-type: none"> <li>• Letters will contain information on strength and weaknesses, progress over the school year, and skills targeted for instruction</li> </ul>

				<ul style="list-style-type: none"> <li>• Letters will also include resources on strengthening reading skills assessed in FAIR-FS</li> </ul> <p>Parents of Level 1 and Level 2 students will be contacted for possible MTSS interventions.</p>
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				<p><b><u>Students will receive specific skill based instruction and students who do not respond with initial intensity as needed via Language Arts/Reading Remediation time (50 minute daily instruction time in an additional reading class size &lt;18 (Intensive Reading). (VHS only - additional 20 min focal group intervention with ELA teacher)).</u></b></p> <p>Explicit Word Recognition Instruction-</p> <ul style="list-style-type: none"> <li>• Supplemental curriculum for decoding</li> <li>• Syllable patterns</li> <li>• Phonemic Awareness/Phonics</li> </ul> <p>Explicit Vocabulary Instruction-</p> <ul style="list-style-type: none"> <li>• Morphological Analysis • Word Origin Tracing-Greek/Latin roots</li> <li>• Semantic Mapping • Synonyms &amp; Antonyms, Context</li> </ul>
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				<p>Clues</p> <p>Direct and Explicit Comprehension Instruction-</p> <ul style="list-style-type: none"> <li>• Comprehension Monitoring</li> <li>• Making Connections (Text-to-self/text/world, background knowledge, schema)</li> <li>• Questioning (Generating, dissecting, QAR, author)</li> <li>• Visualizing • Inferring and Predicting</li> </ul> <ul style="list-style-type: none"> <li>• Determining Importance</li> <li>• Summarizing (include application of knowledge)</li> <li>• Graphic organizers</li> <li>• Summarizing, paraphrasing</li> </ul> <p>Explicit Syntactic Knowledge Instruction-</p> <ul style="list-style-type: none"> <li>• Target common connectives (conjunctions)</li> <li>• Teach pronoun reference</li> <li>• Teach subject/verb agreement</li> <li>• Balance structured instruction with embedded, spontaneous experiences in reading and writing</li> <li>• Provide opportunities for students to use connectives orally, in writing, and in reading</li> <li>• Expand variety of connectives by pointing out relationships between common/academic</li> <li>• Sentence starters with targeted connective</li> <li>• Replace one connective for another</li> <li>• Identify and sort connectives</li> </ul> <p>Explicit Writing Instruction-</p> <ul style="list-style-type: none"> <li>• Direct handwriting &amp; keyboarding instruction</li> </ul>
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				<ul style="list-style-type: none"> <li>• Direct spelling instruction</li> <li>• Sentence combining</li> <li>• Self-regulated strategy development</li> <li>• Modeling (think-aloud)</li> <li>• Provide daily time for students to write</li> <li>• Explicitly teach the writing process for a variety of purposes</li> </ul> <p><u>We will use student ability scores to monitor student growth over time (AP1, AP2, AP3).</u></p>
<p><b>Grade 10</b></p> <p>FAIR-FS (Previous/Current Year(s))</p> <p>Achieve 3000-Level Set (Previous Year/Current Year)</p> <p>ELA-FSA (Previous/Current Year(s))</p>	<p><b>Assessment Periods</b></p> <p><b>Assessment Period 1</b> August/September 2019</p> <p><b>Assessment Period 2</b> November/December 2019</p> <p><b>Assessment Period 3</b> March/April 2020</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 PLS below .85 and/or prior year ELA-FSA results indicate a Level 3 or above</p>	<p>Students will be prompted to take SKT, and/or additional optional diagnostics 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><b><u>We will use the student percentile rank by task score to determine instructional modifications needed.</u></b></p> <p>Students with scores at or above the 31st percentile-</p> <ul style="list-style-type: none"> <li>• Extend or advance skills/concepts using current curriculum (SpringBoard)</li> </ul> <p>Students with scores at or below the 30th percentile-</p> <ul style="list-style-type: none"> <li>• Look at pre-requisite skills: Word Recognition, Vocabulary Knowledge, Syntactic Knowledge, Reading Comprehension</li> <li>• Coordinate with student's other instructors to ensure strategies are used across content.</li> <li>• Determine instruction/intervention needed (time, materials, frequency, intensity) using Achieve 3000 Level Set.</li> </ul> <p>Parents will be notified using the</p>

				<p>FAIR-FS computer generated parent resource letter-</p> <ul style="list-style-type: none"> <li>• Letters will contain information on strength and weaknesses, progress over the school year, and skills targeted for instruction</li> <li>• Letters will also include resources on strengthening reading skills assessed in FAIR-FS</li> </ul> <p>Parents of Level 1 and Level 2 students will be contacted for possible MTSS interventions.</p> <p><b><u>Students will receive specific skill based instruction and students who do not respond with initial intensity as needed via Language Arts/Reading Remediation time (50 minute daily instruction time in an additional reading class size &lt;18 (Intensive Reading). (VHS only - additional 20 min focal group intervention with ELA teacher)).</u></b></p> <p>Explicit Word Recognition Instruction-</p> <ul style="list-style-type: none"> <li>• Supplemental curriculum for decoding</li> <li>• Syllable patterns</li> <li>• Phonemic Awareness/Phonics</li> </ul> <p>Explicit Vocabulary Instruction-</p> <ul style="list-style-type: none"> <li>• Morphological Analysis • Word Origin Tracing-Greek/Latin roots</li> <li>• Semantic Mapping • Synonyms &amp; Antonyms, Context</li> </ul>
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				<p>Clues</p> <p>Direct and Explicit Comprehension Instruction-</p> <ul style="list-style-type: none"> <li>• Comprehension Monitoring</li> <li>• Making Connections (Text-to-self/text/world, background knowledge, schema)</li> <li>• Questioning (Generating, dissecting, QAR, author)</li> <li>• Visualizing • Inferring and Predicting</li> </ul> <ul style="list-style-type: none"> <li>• Determining Importance</li> <li>• Summarizing (include application of knowledge)</li> <li>• Graphic organizers</li> <li>• Summarizing, paraphrasing</li> </ul> <p>Explicit Syntactic Knowledge Instruction-</p> <ul style="list-style-type: none"> <li>• Target common connectives (conjunctions)</li> <li>• Teach pronoun reference</li> <li>• Teach subject/verb agreement</li> <li>• Balance structured instruction with embedded, spontaneous experiences in reading and writing</li> <li>• Provide opportunities for students to use connectives orally, in writing, and in reading</li> <li>• Expand variety of connectives by pointing out relationships between common/academic</li> <li>• Sentence starters with targeted connective</li> <li>• Replace one connective for another</li> <li>• Identify and sort connectives</li> </ul> <p>Explicit Writing Instruction-</p>
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				<ul style="list-style-type: none"> <li>• Direct handwriting &amp; keyboarding instruction</li> <li>• Direct spelling instruction</li> <li>• Sentence combining</li> <li>• Self-regulated strategy development</li> <li>• Modeling (think-aloud)</li> <li>• Provide daily time for students to write</li> <li>• Explicitly teach the writing process for a variety of purposes</li> </ul> <p><u>We will use student ability scores to monitor student growth over time (AP1, AP2, AP3).</u></p>
<p><b>Grade 11</b></p> <p>FAIR-FS (Previous/Current Year(s))</p> <p>Achieve 3000-Level Set (Current Year)</p> <p>ELA-FSA (Previous Year(s))</p>	<p><b>Assessment Periods</b></p> <p><b>Assessment Period 1</b> August/September 2019</p> <p><b>Assessment Period 2</b> November/December 2019</p> <p><b>Assessment Period 3</b> March/April 2020</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 PLS below .85 and/or prior year ELA-FSA results indicate a Level 3 or above</p>	<p>Students will be prompted to take SKT, and/or additional optional diagnostics 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><b><u>We will use the student percentile rank by task score to determine instructional modifications needed.</u></b></p> <p>Students with scores at or above the 31st percentile-</p> <ul style="list-style-type: none"> <li>• Extend or advance skills/concepts using current curriculum (SpringBoard)</li> </ul> <p>Students with scores at or below the 30th percentile-</p> <ul style="list-style-type: none"> <li>• Look at pre-requisite skills: Word Recognition, Vocabulary Knowledge, Syntactic Knowledge, Reading Comprehension</li> <li>• Coordinate with student's other instructors to ensure strategies are used across content.</li> <li>• Determine</li> </ul>

				<p>instruction/intervention needed (time, materials, frequency, intensity) using Achieve 3000 Level Set.</p> <p>Parents will be notified using the FAIR-FS computer generated parent resource letter-</p> <ul style="list-style-type: none"> <li>• Letters will contain information on strength and weaknesses, progress over the school year, and skills targeted for instruction</li> <li>• Letters will also include resources on strengthening reading skills assessed in FAIR-FS</li> </ul> <p>Parents of Level 1 and Level 2 students will be contacted for possible MTSS interventions.</p> <p><b><u>Students will receive specific skill based instruction and students who do not respond with initial intensity as needed via Language Arts/Reading Remediation time (50 minute daily instruction time in an additional reading class size &lt;18 (Intensive Reading). (VHS only - additional 20 min focal group intervention with ELA teacher)).</u></b></p> <p>Explicit Word Recognition Instruction-</p> <ul style="list-style-type: none"> <li>• Supplemental curriculum for decoding</li> <li>• Syllable patterns</li> <li>• Phonemic Awareness/Phonics</li> </ul>
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				<p>Explicit Vocabulary Instruction-</p> <ul style="list-style-type: none"> <li>• Morphological Analysis • Word Origin Tracing-Greek/Latin roots</li> <li>• Semantic Mapping • Synonyms &amp; Antonyms, Context Clues</li> </ul> <p>Direct and Explicit Comprehension Instruction-</p> <ul style="list-style-type: none"> <li>• Comprehension Monitoring</li> <li>• Making Connections (Text-to-self/text/world, background knowledge, schema)</li> <li>• Questioning (Generating, dissecting, QAR, author)</li> <li>• Visualizing • Inferring and Predicting</li> </ul> <ul style="list-style-type: none"> <li>• Determining Importance</li> <li>• Summarizing (include application of knowledge)</li> <li>• Graphic organizers</li> <li>• Summarizing, paraphrasing</li> </ul> <p>Explicit Syntactic Knowledge Instruction-</p> <ul style="list-style-type: none"> <li>• Target common connectives (conjunctions)</li> <li>• Teach pronoun reference</li> <li>• Teach subject/verb agreement</li> <li>• Balance structured instruction with embedded, spontaneous experiences in reading and writing</li> <li>• Provide opportunities for students to use connectives orally, in writing, and in reading</li> <li>• Expand variety of connectives by pointing out relationships between common/academic</li> <li>• Sentence starters with targeted connective</li> <li>• Replace one connective</li> </ul>
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				<p>for another</p> <ul style="list-style-type: none"> <li>Identify and sort connectives</li> </ul> <p>Explicit Writing Instruction-</p> <ul style="list-style-type: none"> <li>Direct handwriting &amp; keyboarding instruction</li> <li>Direct spelling instruction</li> <li>Sentence combining</li> <li>Self-regulated strategy development</li> <li>Modeling (think-aloud)</li> <li>Provide daily time for students to write</li> <li>Explicitly teach the writing process for a variety of purposes</li> </ul> <p><u>We will use student ability scores to monitor student growth over time (AP1, AP2, AP3).</u></p>
<p><b>Grade 12</b></p> <p>FAIR-FS (Previous/Current Year(s))</p> <p>Achieve 3000-Level Set (Current Year)</p> <p>ELA-FSA (Previous Year(s))</p>	<p><b>Assessment Periods</b></p> <p><b>Assessment Period 1</b> August/September 2019</p> <p><b>Assessment Period 2</b> November/December 2019</p> <p><b>Assessment Period 3</b> March/April 2020</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 PLS below .85 and/or prior year ELA-FSA results indicate a Level 3 or above</p>	<p>Students will be prompted to take SKT, and/or additional optional diagnostics 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><b><u>We will use the student percentile rank by task score to determine instructional modifications needed.</u></b></p> <p>Students with scores at or above the 31st percentile-</p> <ul style="list-style-type: none"> <li>Extend or advance skills/concepts using current curriculum (SpringBoard)</li> </ul> <p>Students with scores at or below the 30th percentile-</p> <ul style="list-style-type: none"> <li>Look at pre-requisite skills: Word Recognition, Vocabulary Knowledge, Syntactic Knowledge, Reading Comprehension</li> <li>Coordinate with student's other instructors to ensure strategies are used across content.</li> <li>Determine</li> </ul>

				<p>instruction/intervention needed (time, materials, frequency, intensity) using Achieve 3000 Level Set.</p> <p>Parents will be notified using the FAIR-FS computer generated parent resource letter-</p> <ul style="list-style-type: none"> <li>• Letters will contain information on strength and weaknesses, progress over the school year, and skills targeted for instruction</li> <li>• Letters will also include resources on strengthening reading skills assessed in FAIR-FS</li> </ul> <p>Parents of Level 1 and Level 2 students will be contacted for possible MTSS interventions.</p> <p><b><u>Students will receive specific skill based instruction and students who do not respond with initial intensity as needed via Language Arts/Reading Remediation time (50 minute daily instruction time in an additional reading class size &lt;18 (Intensive Reading). (VHS only - additional 20 min focal group intervention with ELA teacher)).</u></b></p> <p>Explicit Word Recognition Instruction-</p> <ul style="list-style-type: none"> <li>• Supplemental curriculum for decoding</li> <li>• Syllable patterns</li> <li>• Phonemic Awareness/Phonics</li> </ul>
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				<p>Explicit Vocabulary Instruction-</p> <ul style="list-style-type: none"> <li>• Morphological Analysis • Word Origin Tracing-Greek/Latin roots</li> <li>• Semantic Mapping • Synonyms &amp; Antonyms, Context Clues</li> </ul> <p>Direct and Explicit Comprehension Instruction-</p> <ul style="list-style-type: none"> <li>• Comprehension Monitoring</li> <li>• Making Connections (Text-to-self/text/world, background knowledge, schema)</li> <li>• Questioning (Generating, dissecting, QAR, author)</li> <li>• Visualizing • Inferring and Predicting</li> </ul> <ul style="list-style-type: none"> <li>• Determining Importance</li> <li>• Summarizing (include application of knowledge)</li> <li>• Graphic organizers</li> <li>• Summarizing, paraphrasing</li> </ul> <p>Explicit Syntactic Knowledge Instruction-</p> <ul style="list-style-type: none"> <li>• Target common connectives (conjunctions)</li> <li>• Teach pronoun reference</li> <li>• Teach subject/verb agreement</li> <li>• Balance structured instruction with embedded, spontaneous experiences in reading and writing</li> <li>• Provide opportunities for students to use connectives orally, in writing, and in reading</li> <li>• Expand variety of connectives by pointing out relationships between common/academic</li> <li>• Sentence starters with targeted connective</li> <li>• Replace one connective</li> </ul>
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				<p>for another</p> <ul style="list-style-type: none"><li>• Identify and sort connectives</li></ul> <p>Explicit Writing Instruction-</p> <ul style="list-style-type: none"><li>• Direct handwriting &amp; keyboarding instruction</li><li>• Direct spelling instruction</li><li>• Sentence combining • Self-regulated strategy development</li><li>• Modeling (think-aloud)</li><li>• Provide daily time for students to write</li><li>• Explicitly teach the writing process for a variety of purposes</li></ul> <p><b><u>We will use student ability scores to monitor student growth over time (AP1, AP2, AP3).</u></b></p>
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