

# Baker 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:** Thomas Hill  
**Contact Email:** [thomas.hill@bakerk12.org](mailto:thomas.hill@bakerk12.org)  
**Contact Telephone:** 904.259.0429

## District-Level Leadership

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

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

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	47	50	49	53	51	56	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	45	48	49	51	51	54	56

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	27	25	31	23	28	20	18
White/Hispanic	15	14	14	13	15	12	10
Economically Disadvantaged/Non-Economically Disadvantaged	26	24	25	22	24	20	19
Students with Disabilities/Students without Disabilities	29	27	26	25	28	22	19
English Language Learners/ Non-English Language Learners	11	10	40	37	27	24	7

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

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

One hundred percent of the funding from the reading allocation will be utilized to provide the salaries and benefits of reading instructors, literacy coaches, and reading interventionists. These positions are absolutely essential to providing tier II, and tier III instruction. Closing the literacy achievement gaps between subgroups, improving the percentage of students making learning gains, and increasing the student proficiency rate cannot be expected to occur without the classroom instructors, instructional coaches, and interventionists that this allocation makes possible.

**2. 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?**

Thomas Hill, Executive Director of Teaching and Learning

**B. What specific school-level progress monitoring data will be collected at the district level to determine that students are progressing toward the district goals stated above? Please specify which grade levels are associated with specific school-level progress monitoring tools discussed in this section.**

The STAR Early Literacy assessment will be utilized at the kindergarten and first grade levels. This assessment will be administered at least four times during the 2018-2019 school year. Only a limited number of students will be administered the assessment in first grade. Most first grade students will transition to taking the STAR Reading assessment which will be given in grades one through twelve. The STAR Reading assessment will be administered school-wide in grades one through eight. FSA achievement levels will be considered when determining the students that will be administered the STAR Reading assessment in grades nine through twelve. Results at the student, classroom, and school-levels will be analyzed to identify areas of strength and need. The assessments described thus far will be the fundamental progress monitoring assessments for grades kindergarten through eighth grade that will be reported to the district level within a month of the assessment windows' closing.

In addition to these assessments, the one intermediate elementary school (grades 4 and 5) in the district will administer the i-Ready Adaptive Diagnostic assessment three times during the 2018-2019 school year. These results will be reported in similar fashion as the STAR data. At grades nine through twelve, TeEngagement, a paper-based and online literacy program, will be utilized to administer school-level progress monitoring assessments throughout the 2018-2019 school year. School-level data analysis will be reported to the district at least four times during the school year.

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

During June 2018, district and school administrators will meet to identify the calendar deadlines for the submission of progress monitoring data. Some dates are pre-determined because of when the assessments are administered. The district will collect and review progress monitoring data as follows:

1. STAR Early Literacy - August, October, February/March, and May
2. STAR Reading - August, October, February/March, and May
3. i-Ready Adaptive Diagnostic - (fourth and fifth grade only) September, February, and May
4. TeEngagement - November, January, April, and May

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

Thomas Hill, Executive Director of Teaching and Learning

**4. 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?**

Thomas Hill, Executive Director of Teaching and Learning

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

There will be multiple types of evidence collected to demonstrate the curriculum is appropriately aligned. Instructor lesson plan books will be collected and reviewed at least four times a year at all school sites. In addition, principals will conduct classroom walkthroughs using district approved walkthrough forms. Data will be tabulated and submitted four times a year for discussion at a district-wide educational leaders meeting.

The director of educational student services, director of accountability and special programs, and executive director of teaching and learning will conduct fidelity check classroom walkthroughs to ensure the appropriate alignment to the Florida Standards. Classroom walkthrough forms, the Mastery Connect Florida Standards app, FSA test item specifications, and school-level created curriculum maps will be utilized to create data points that can be analyzed and discussed quarterly at the previously mentioned district-wide educational leaders meeting.

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

This data will be collected at the district level four times a year.

**5. 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?**

Thomas Hill, Executive Director of Teaching and Learning

**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?**

During the 2016-2017 school year, the district created a group of websites accessible from the main district webpage that contain multiple links directly associated with providing informational text across the varied grade levels and content areas. These links will be updated throughout the year as stakeholders identify new online resources that are applicable to the Florida Standards. During the 2018-2019 school year, website traffic on these pages will be monitored four times a year. These websites will be promoted via the district email system and school faculty meetings.

Students have opportunities to analyze a variety of materials, such as audio books, magazines, reference materials, etc. when visiting the school's media center. In addition to computer labs, students also have access to Chromebooks in their classrooms on which they can interact with web-based leveled readers from the CCRP, including audio files of each text. The district is one-to-one with Chromebooks at the classroom level in grades one through twelve. The websites previously mentioned and the program materials available online are now accessible to every student in every core classroom in those grades.

**6. 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?**

Thomas Hill, Executive Director of Teaching and Learning

**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)?**

The principles of Universal Design for Learning will be embedded in the district approved classroom walkthrough forms previously mentioned. Forms will specifically reference multiple means of engagement, representation, and action and expression. Both school level and district level administrators will conduct series of classroom walkthroughs to assess the level of implementation of the UDL principles.

Analysis of the walkthroughs completed will be shared at the grade/department, school, and district levels. The analysis of these walkthrough results will also inform the individual professional development plans created by the instructors and

designated educational leaders of all schools in district. Lesson plans, individual professional development plans, and classroom walkthrough results will be collected to document the use of UDL principles.

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

Lesson plans and individual professional development plans will be collected annually. Classroom walkthrough results will be collected four times a year.

- 7. 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?**

Thomas Hill, Executive Director of Teaching and Learning

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

None

- 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?**

Thomas Hill, Executive Director of Teaching and Learning

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

No, Title II – Part A funds will be utilized.

## **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/literacy coaches must be a graduate from an accredited four year college or university and hold a valid Florida Teaching Certificate and be in-field. The coach must also have a satisfactory criminal background check and negative pre-employment drug screening. Reading/literacy coaches must also possess the ability to identify struggling readers and work with struggling readers. A coach must also be able to design, implement, and monitor the school intervention plan for struggling readers and monitor and respond to school reading assessments. Finally, coaches must be able to support teachers in classroom practice and facilitate in-service/training needs of the school. The link to the job description is:

<https://www.bakerk12.org/cms/lib/FL02213740/Centricity/domain/168/job%20descriptions/READING%20COACH.pdf>

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

Baker County 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.**

Each school in the district has a literacy coach. Multiple federal and general funds are utilized to provide a literacy coach at each school. Baker County Middle School's Literacy Coach was selected for funding from the reading plan because of the other reading teachers and interventionists that are funded using the Research-Based Reading Instruction Allocation. A total of four positions at Baker County Middle School are funded using this allocation.

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

- a. Elementary: zero
- b. Middle: one
- c. High: zero

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

The effectiveness of literacy coaches is measured by student performance on both state and local assessments as determined by the grade levels that the coach serves.

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

\$77,164.69

**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?**

Keller Intermediate School, Baker County Middle School, and Baker County High School

**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.**

These schools were identified according to student achievement criteria related to FSA ELA proficiency and learning gains.

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

- a. Elementary: one
- b. Middle: four
- c. High: two

**4. What is the total amount expended on these positions funded through the Research-Based Reading Instruction Allocation?**

\$236,803.31

**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.:**

NA

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

NA

- 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.**

Instructional Materials Allocation from Florida Education Finance Program and Title I – Part A funds are utilized to provide multiple multi-sensory interventions. Resources include: SRA Early Interventions, IXL, Fast ForWord, Study Island, Education City, MobyMax, and supplemental Saxon Phonics.

### **Summer Reading Camps**

Please complete the following questions regarding SRC.

- 1. SRC Supervisor Name:** Thomas Hill
- 2. Email Address:** [thomas.hill@bakerk12.org](mailto:thomas.hill@bakerk12.org)
- 3. Phone Number:** 904.259.0429
- 4. Please list the schools which will host a SRC:**

Macclenny Elementary and Westside Elementary Schools will have students participating in a SRC. It will be held at the Westside Elementary School.

- 5. Provide the following information regarding the length of your district SRC:**
  - a. Start Date:** Monday, June 11, 2018
  - b. Which days of the week is SRC offered:** Monday, Tuesday, Wednesday, and Thursday
  - c. Number of instructional hours per day in reading:** four hours
  - d. End Date:** Thursday, July 12, 2018
  - e. Total number of instructional hours of reading:** seventy-six hours
- 6. Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?**

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)?**

No other grades will be served in Summer Reading Camp.

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

We will administer weekly progress monitoring that includes assessments built in to the curriculum for comprehension, fluency, and phonics. We will administer the STAR Reading Assessment. We will also administer the SAT 10 for those seeking promotion at the end of Summer Reading Camp.

**300 Lowest-Performing Elementary Schools**

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

This may be found in Appendix C.

**Budget Review**

Estimated proportional share distributed to district charter schools	\$0.00
District expenditures on reading coaches	\$77,164.69
District expenditures on intervention teachers	\$236,803.31
District expenditures on supplemental materials or interventions	\$0.00
District expenditures on professional development	\$0.00
District expenditures on summer reading camps	\$0.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	\$0.00
Flexible Categorical Spending	\$0.00
Sum of Expenditures	\$313,968.00
Amount of district research-based reading instruction allocation for 2018-2019	\$313,968.00

APPENDIX A

AGENDA

BCSD Educational Directors' Meeting

April 27, 2018  
9:30 AM to 11:45 AM  
Superintendent's Office

Time	Item	Owner
9:30 – 11:00	Discuss and prioritize topics for Summer Educational Leader Retreat on	Superintendent Raulerson
11:00 – 11:30	Discussion of proposed K-12 Comprehensive Research Based Reading Plan, District Special Programs and Procedures (SP&P) Plan and the District ELL Plan to ensure continuity of services.	Michael, Susan, and Tom
11:30 – 11:40	Review of Parent and Staff Spring AdvancED Surveys	Tom
11:40 – 11:45	Determine Date and Time of Next Director Meeting	Susan
11:45	Adjournment	Tom

Thom A. Hill / 4/27/2018  
 Miss [unclear] 4/27/18  
 John D. Crawford 4/27/18  
 Susan W. Voorhees 4/27/18

Ash Watts 4-27-18



*It is almost impossible to watch a sunset and not dream. – Bernard Williams*

## **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

<b>Progress Monitoring Assessments</b>	<b>Date(s)</b>	<b>If</b>	<b>Then</b>	<b>Programs/Materials/Strategies</b>
<p>Kindergarten - 2<sup>nd</sup> Grade</p> <p>Kindergarten will assess four times a year using the Kindergarten Checklist of Florida Standards.</p> <p>Kindergarten will assess using STAR Early Literacy four times a year.</p> <p>1<sup>st</sup> – 5<sup>th</sup> grade assessment will take place four</p>	<p>Kindergarten: October, 2018 January, 2019 March, 2019 May, 2019</p> <p>Kindergarten: 1: August 2018 2: January 2019 3: March 2019 4: May 2019</p> <p>Grades 1-5: Assessment Period 1: August 2018 2: October 2018 3: March 2019 4: May 2019</p>	<p>Kindergarten: If student scores between 497-529 on the STAR Early Literacy</p> <p>If student scores at the At/Above PR 40 on STAR Early Literacy:</p> <p>Grades 1-3: Student's Percentile Rank (PR) is above 39</p> <p>Grade 4-5: FSA Achievement Levels 3, 4, and 5</p>	<p>Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, oral language, phonics and fluency at the word and/or connected text level.</p> <p>Students with scores of 39-49 on the STAR will be closely monitored and given additional instruction, if needed.</p>	<p>-Core Reading Program</p>

<p>times a year using STAR Reading.</p>		<p>Kindergarten: If student scores between 438-496 on the STAR Early Literacy</p> <p>If student scores at PR 39-49 on STAR Early Literacy:</p> <p>Grades 1-3: Student's Percentile Rank (PR) is 11-38</p> <p>Grades 4-5: FSA ELA Achievement Level 2</p>	<p>Students scoring in this range will need to receive intensified interventions (more time and smaller group size) in addition to or an extension of the 90 minute reading block. This intervention will be according the standards that are flagged as non-mastery.</p>	<p>-Core Reading Program -Supplemental Intervention Reading Program(s) -Daily small group differentiated intervention targeted to meet student's instructional needs (Students will need intervention in addition to or an extension of the 90 minute reading block.) -Use the diagnostic report to determine areas of strengths and weaknesses to target intervention with phonological awareness, letter-sound correspondence, vocabulary, and oral language.</p>
		<p>Kindergarten: If student scores between 437 and below on the STAR Early Literacy</p> <p>If student scores below PR 38 on STAR Early Literacy:</p> <p>Grades 1-3: Student's Percentile Rank (PR) is below 10</p>	<p>The students performing in this score band are identified as having a substantial reading deficiency. These students will be provided more intensive instruction through additional time, smaller group size, and more targeted instruction with the assistance of interventionists and paraprofessionals. Administer other available diagnostic assessments if needed.</p> <p>Through ongoing progress monitoring, students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction</p>	<p>Students will receive explicit, systematic, and multi-sensory interventions that include: -Core Reading Program -Supplemental Intervention Reading Program(s) and/or Comprehensive Intervention Reading Program -Daily small group or individualized differentiated intervention in addition to or an extension of the 90 minute reading block targeted to meet student's instructional needs -Use the diagnostic report to determine areas of strengths and weaknesses and target intervention with phonological awareness, letter-sound correspondence, vocabulary, and oral language.</p>

		Grades 4-5: FSA Achievement Level 1 or if a student scores in the lowest 25th percentile on the STAR Reading assessment	and/or materials will be changed based on student data.	
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**Materials/Activities Chart  
Grades 1-5**

	<b>PROGRAMS/MATERIALS</b>	<b>ACTIVITIES</b>	<b>REFERENCES</b>
<b>PHONOLOGICAL AWARENESS</b>	*Journeys Houghton Mifflin *SRA Early Interventions in Reading *Fast ForWord *PALS – Peer Assisted Literacy Strategies *Phonemic Awareness by Michael Heggerty *Saxon Phonics *Moby Max *IXL *Study Island	Journey’s Intervention Materials Saxon Phonics FCRR Literacy Center Activities Blending Activities Segmenting Activities Rhyming Activities	

**Materials/Activities Chart  
Grades 1-5**

	<b>PROGRAMS/MATERIALS</b>	<b>ACTIVITIES</b>	<b>REFERENCES</b>
<b>PHONICS</b>	*Journeys Houghton Mifflin *SRA Early Interventions in Reading *Fast ForWord *PALS – Peer Assisted Literacy Strategies *Education City *Saxon Phonics *Moby Max *IXL *Study Island *Front Row	Journey’s Intervention Materials FCRR Literacy Center Activities Word Sorts Word Puzzles	
<b>FLUENCY</b>	*Journeys Houghton Mifflin *SRA Early Interventions in Reading Quick Reads *Daily Fluency Homework *Leveled Readers *Moby Max	Journey’s Intervention Materials Reader’s Theatre Paired Reading, Timed Reading, Reader’s Theater, Choral Reading, Echo Reading Repeated Readings Sight Word Practice FCRR Literacy Center Activities	
<b>VOCABULARY</b>	*Journeys Houghton Mifflin *Text Talk *Elements of Reading: Vocabulary *Comprehension Toolkit *Moby Max *IXL *Study Island *Front Row	Journey’s Intervention Materials Thinking Maps Vocabulary Organizers Complex Texts Word of the Week	

**Materials/Activities Chart  
Grades 1-5**

	<b>PROGRAMS/MATERIALS</b>	<b>ACTIVITIES</b>	<b>REFERENCES</b>
<b>COMPREHENSION</b>	*Journeys Houghton Mifflin *SRA Early Interventions in Reading *Fast ForWord *Reading Assistant *Leveled Literacy Intervention *Comprehension Toolkit *I-Ready *Ready FL Instruction *Support Coach *Moby Max *IXL *Study Island *Front Row	Journey's Intervention Materials Graphic Organizers Complex Texts QAR Reciprocal Teaching Read Works Leveled Texts FCRR Literacy Center Activities FAIR Resources	

**Grade 6-8 Assessment/Decision Tree  
Baker County**

Grade Level	Summative Assessments	Dates	If	Then
6	Grade 5 FSA-ELA	Spring 2018	Score of 1	Placement in Intensive Reading class
6	Grade 5 FSA-ELA	Spring 2018	Score of 2	Consider best placement in Intensive Reading or reading classroom with teacher support and continued progress monitoring
6	Grade 5 FSA-ELA	Spring 2018	Score of 3	Provide standards-based instruction and monitor progress
6	Grade 5 FSA-ELA	Spring 2018	Score of 4 or 5	Consider placement in honors ELA, provide standards-based instruction and monitor progress
7	Grade 6 FSA-ELA	Spring 2018	Score of 1	Attach to FSA score a letter notifying the parent of the student's failure to meet level of proficiency; placement in Intensive Reading class for decoding, fluency
7	Grade 6 FSA-ELA	Spring 2018	Score of 2	Attach to FSA score a letter notifying the parent of the student's failure to meet level of proficiency, consider best placement in Intensive Reading or reading classroom with teacher support and continued progress monitoring
7	Grade 6 FSA-ELA	Spring 2018	Score of 3	Provide standards-based instruction and monitor progress
7	Grade 6 FSA-ELA	Spring 2018	Score of 4 or 5	Consider placement in honors ELA, provide standards-based instruction and monitor progress
8	Grade 7 FSA-ELA/	Spring 2018	Score of 1	Attach to FSA score a letter notifying the parent of the student's failure to meet level of proficiency; placement in Intensive Reading class for decoding, fluency
8	Grade 7 FSA-ELA/	Spring 2018	Score of 2	Attach to FSA score a letter notifying the parent of the student's failure to meet level of proficiency, consider best placement in Intensive Reading or reading classroom with teacher support and continued progress monitoring
8	Grade 7 FSA-ELA/	Spring 2018	Score of 3	Provide standards-based instruction and monitor progress
8	Grade 7 FSA-ELA	Spring 2018	Score of 4 or 5	Consider placement in honors ELA, provide standards-based instruction and monitor progress

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p><b>Grades 6-8</b> Administer STAR</p>	<p>Assessment Period 1: August 2018</p> <p>Assessment Period 2: December 2018</p> <p>Assessment Period 3: March 2019</p> <p>Assessment Period 4: May 2019</p>	<p>Students who score at the 37th %ile or above on STAR (Green Success Zone)</p>	<ul style="list-style-type: none"> <li>• Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards               <ul style="list-style-type: none"> <li>○ Ongoing formative and summative progress monitoring to determine instructional needs</li> </ul> </li> </ul>	<p>6<sup>th</sup>-Pearson Literature (Florida) 7<sup>th</sup>/8<sup>th</sup>-EMC Mirrors and Windows Collins Writing Newsela.com, ReadWorks.org, and Digital.ReadWorks.org for on and above Lexile level passages Grade-appropriate texts for all content areas USA TestPrep Teengagement</p>

		<p>Students who score below the 36th%ile on STAR (Yellow or Red Success Zone)</p>	<ul style="list-style-type: none"> <li>• Adjust instruction to match student needs. Continue to monitor progress through formative and summative classroom assessments.</li> <li>• Provide enhanced instruction in reading comprehension strategies</li> <li>• Evaluate fluency and decoding levels if determined necessary</li> <li>• Intensive reading class if necessary</li> <li>• Implement Tier 2 and/or 3 interventions</li> </ul> <p>Students who score below 12th %ile on STAR assessment</p> <ul style="list-style-type: none"> <li>• Evaluate fluency using the NAEP Oral Reading Fluency Scale</li> <li>• Monitor fluency progress</li> <li>• Evaluate and progress monitor decoding skills using REWARDS screener, San Diego Quick Assessment of Reading Ability SRA, or SRA Corrective Reading Assessment</li> <li>• Seek assistance from the School-Based Leadership Team (MTSS) or Instructional Coach to problem-solve and select interventions</li> <li>• Implement Tier 2 and/or 3 interventions to address specific needs. Options include strategy instruction, guided practice, skill remediation, etc.</li> <li>• Evaluate available data, including FSA, benchmark, STAR, computer-based instruction, and classroom assessments to determine primary need.</li> </ul>	<p>6<sup>th</sup>-Pearson Literature (Florida)  7<sup>th</sup>/8<sup>th</sup>-EMC Mirrors and Windows  Collins Writing  Newsela.com, ReadWorks.org, and Digital.ReadWorks.org for passages at instructional level  USA TestPrep  CRISS Strategies  Metacognitive strategies  Direct/Explicit instruction in content areas  MobyMax  FL Support Coach (Triumph Learning)  Ready FL instructional materials (Curriculum Associates) at and below grade level  Teengagement</p> <p>If a student's scores indicate difficulties with word recognition (decoding, fluency):</p> <p>SRA Corrective Reading-6th  Explicit phonics instruction  REWARDS  Six-Minute Solution for fluency-6th  AceReader for fluency-7<sup>th</sup> and 8<sup>th</sup>  Scholastic <i>Action</i>- reading intervention magazine</p> <p>*Use Ongoing Progress Monitoring (OPM) to monitor student progress between assessment periods. If progress is not adequate, then consider change of placement or curriculum. Also, consider implementing other Tier 2 or 3 interventions related to phonics, fluency, vocabulary, or comprehension, as appropriate.</p>
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**For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be modified based on student data. Individual students may also be referred to the Tier 2 team to consider implementation of additional research-based reading interventions and placement with a mentor with the sole purpose of engaging student in meaningful discourse centered around independent reading in order to attach human experience to reading, build schema and encourage vocabulary acquisition.**

**Grade 9-12 Assessment/Decision Tree  
Baker County**

Grade Level	Summative Assessments	Dates	If	Then
9	Grade 8 FSA-ELA	Spring 2018	Score of 1	Notify parent with a letter attached to FSA scores of graduation requirements related to FSA-ELA score; consider best placement (Intensive Reading, MTSS class, ELA classroom with teacher support)
9	Grade 8 FSA-ELA	Spring 2018	Score of 2	Notify parent with a letter attached to FSA scores of graduation requirements related to FSA-ELA score; place in ELA class with teacher support for reading comprehension; monitor progress; consider intervention in elective classes
9	Grade 8 FSA-ELA	Spring 2018	Score of 3 or higher	Provide standards-based instruction and monitor progress
9	Grade 8 FSA-ELA	Spring 2018	Score of 4 or 5	Consider placement in honors ELA, provide standards-based instruction and monitor progress
10	Grade 9 FSA-ELA	Spring 2018	Score of 1	Notify parent with a letter attached to FSA scores of graduation requirements related to FSA-ELA score, consider best placement (Intensive Reading, MTSS class, ELA classroom with teacher support)
10	Grade 9 FSA-ELA	Spring 2018	Score of 2	Notify parent with a letter attached to FSA scores of graduation requirements related to FSA-ELA score, place in ELA class with teacher support for reading comprehension; monitor progress
10	Grade 9 FSA-ELA	Spring 2018	Score of 3 or higher	Provide standards-based instruction and monitor progress
10	Grade 9 FSA-ELA	Spring 2018	Score of 4 or 5	Consider placement in honors ELA, provide standards-based instruction and monitor progress
11	Grade 10 FSA-ELA/ FSA-ELA Re-take	Spring 2018/ Fall 2019	Score of 1 without concordant score	Notify parent with a letter attached to FSA scores of graduation requirements related to FSA-ELA score, consider best placement (Intensive Reading for decoding, ACT Prep Class, MTSS Class, ELA classroom with teacher support)
11	Grade 10 FSA-ELA/ FSA-ELA Re-take	Spring 2018/ Fall 2019	Score of 2 without concordant score	Notify parent with a letter attached to FSA scores of graduation requirements related to FSA-ELA score, consider best placement (ACT Prep Class, MTSS Class, ELA classroom with teacher support)
11	Grade 10 FSA-ELA/ FSA-ELA Re-take	Spring 2018/ Fall 2019	Score of 3 or higher or concordant	Provide standards-based instruction and monitor progress

			score (ACT/SAT)	
11	Grade 10 FSA-ELA	Spring 2018	Score of 4 or 5	Consider placement in honors ELA, provide standards-based instruction and monitor progress
12	FSA-ELA Re-take	Spring 2018/ Fall 2019	Score of 1 without concordant score	Notify parent with a letter attached to FSA scores of graduation requirements related to FSA-ELA score, consider best placement (ACT Prep Class, MTSS Class, and/or English for College Preparedness)
12	FSA-ELA Re-take	Spring 2018/ Fall 2019	Score of 2 without concordant score	Notify parent with a letter attached to FSA scores of graduation requirements related to FSA-ELA score, consider best placement (ACT Prep Class, MTSS Class, and/or English for College Preparedness)
12	FSA-ELA Re-take	Spring 2018/ Fall 2019	Score of 3 or higher or concordant score (ACT/SAT)	Consider placement in ENC 1101 for dual enrollment (if qualified) or provide standards-based instruction and monitor progress in English for College Preparedness

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p><b>Grades 9-10</b> Administer TeEngagement benchmark assessments for all students in grades 9-10. See more information at <a href="https://teengagement.com">https://teengagement.com</a></p> <p><b>FSA Retakers</b> Administer TeEngagement benchmark assessments for students who have not met the graduation requirement. See more information at <a href="https://teengagement.com">https://teengagement.com</a></p>	<p>Assessment Period 1: October 2018</p> <p>Assessment Period 2: December 2018</p> <p>Assessment Period 3: March 2019</p> <p>Assessment Period 4: May 2019</p>	<p>Student shows mastery of 70% of instructed standards</p>	<p><b>Green Success Zone*</b></p> <ul style="list-style-type: none"> <li>• Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards</li> </ul>	<p><b>Green Success Zone</b> Pearson <i>Literature</i> (Florida) Grade-appropriate textbooks in content areas TeEngagement instructional materials Text-based discussions Newsela.com for high-lexile versions of articles</p>
		<p>Student shows mastery of less than 70% of instructed benchmarks (Yellow or Red Success Zone)</p>	<p><b>Student shows mastery of more than 40% of instructed benchmarks.</b></p> <ul style="list-style-type: none"> <li>• Adjust instruction to match student needs. Continue to monitor progress through formative and summative classroom assessments.</li> </ul>	<p><b>If student is able to decode but needs to improve comprehension:</b> Instruction in the content areas provided by teachers meeting district criteria (e.g. NG CAR-PD, FRI, CRISS, history of success with struggling readers): Pearson <i>Literature</i> Grade-appropriate textbooks in content areas TeEngagement instructional materials Text-based discussions Newsela.com for leveled passages at instructional level</p>

			<p><b>Student shows mastery of less than 40% of instructed benchmarks.</b></p> <ul style="list-style-type: none"> <li>• Seek assistance from the School-Based Leadership Team (MTSS) or Instructional Coach to problem-solve and select interventions</li> <li>• Implement Tier 2 and/or 3 interventions to address specific needs. Options include strategy instruction, guided practice, skill remediation, etc.</li> <li>• Provide additional reading instruction in Intensive Reading or ACT Prep Class if appropriate.</li> <li>• Evaluate available data, including FSA, TeEngagement, and classroom assessments to determine primary need. If necessary, administer the STAR or an oral reading fluency test using the NAEP rubric and/or the DAR.</li> </ul> <p><b>If student is disfluent, as measured on the NAEP Oral Reading Fluency Scale, then place in Intensive Reading.</b></p> <ul style="list-style-type: none"> <li>• Progress monitor decoding using San Diego Quick Assessment of Reading Ability, Word Inventory, or Nonsense Word Test.</li> </ul> <p><b>If student is in need of intensive reading intervention and not making growth in ELA class, then consider the best service for the student among the following: place in Intensive Reading with support for comprehension, vocabulary, and fluency, place in ACT Prep Class class for support with comprehension and vocabulary, place in MTSS class and support with specific skills, provide Tier 2 or 3 intervention in the ELA classroom.</b></p> <ul style="list-style-type: none"> <li>• Progress monitor comprehension using STAR Reading.</li> </ul>	<p>Intensive Reading class with a teacher with a Reading Certification or Reading Endorsement: Ten Steps to Improving College Reading Skills Newsela.com for leveled passages at instructional level</p> <p>ACT Prep Class with a teacher with a history of success with students: Reading comprehension practice materials</p> <p><b>If a student's scores indicate difficulties with word recognition (decoding, fluency):</b> Intensive Reading class with a teacher with a Reading Certification or Reading Endorsement: Explicit phonics instruction Fluency practice with below-grade-level texts Newsela.com for leveled passages at instructional level</p> <p>*Use Ongoing Progress Monitoring (OPM) to monitor student progress between assessment periods. If progress is not adequate, then consider change of placement or curriculum. Also, consider implementing other Tier 2 or 3 interventions related to phonics, fluency, vocabulary, or comprehension, as appropriate.</p>
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**For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. A team including the reading intervention teacher and the instructional coach will meet to determine additional interventions to implement and/or to consider a change of placement or curriculum for the reading intervention. Individual students may also be referred to the Tier 2 team to consider implementation of additional research-based reading interventions.**