FAU-St. Lucie 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: Rachel Koenig
Contact Email: rachel.koenig@stlucieschools.org
Contact Telephone: 772-345-3245

District-Level Leadership

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

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

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	67	70	69	72	71	75	78

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	65	68	64	67	68	70	73

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	15	12	5	2	5	1	0
White/Hispanic	7	4	1	0	0	0	0
Economically Disadvantaged/Non-Economically Disadvantaged	14	11	12	9	13	6	3
Students with Disabilities/Students without Disabilities	41	38	44	41	50	34	27
English Language Learners/ Non-English Language Learners	67	64	42	39	33	35	28

* 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.**

Professional development in reading instruction is one area that the allocation supports. Addtionally, salaries for two reading coaches and a part time elementary reading interventionist are paid for out of the reading allocation. Differentiated reading materials and research based intervention program materials will be purchased from additional funding sources.

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?**

    St. Lucie Public Schools' (SLPS) Executive Directors, Deputy Superintendent, and the Chief Academic Officer review data to inform professional development needs. In addition, the Executive Directors have meetings with school administrators, including those at Palm Pointe (FAU-St. Lucie), to observe and discuss whether the evidence shows that the school is on pace with the implementation of the district scope and sequence through the use of their monitoring checklist. Data chats take place with district staff and school leadership teams to analyze assessment data from the district's unit assessments and the iReady Diagnostic. This analysis, paired with the monitoring checklist, will determine whether instruction is systematic and explicit. The school-based problem solving team will monitor the evidence based on these assessments. During PST meetings, school teams will generate plans to support the needs of individual students based on their response to the intervention. The school-based counselors will monitor the evidence, based on these assessments, and will schedule students into the appropriate course progression sequence.

    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.**

    Kindergarten: Data is collected from the Kindergarten Readiness Screener, Renaissance Place. SLPS uses this data to determine early interventions for kindergarten students.
    K-8: Scale score data is collected and analyzed from the iReady Diagnostic that is administered in the Fall, Winter, and Spring. The data helps SLPS determine interventions to help students that are working below grade level.
    K-8: Using Power Bi, SLPS monitors student grades and determines grade levels/courses to target for supporting student achievement.
    Grades 2-10: District unit assessment data on the Reading Informational Text, Reading Litearture, and Language Standards also assists administrators and teachers in monitoring student progress.

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

    St. Lucie Public Schools' Executive Directors, Deputy Superintendent, and the Chief Academic Officer review data on a monthly basis to inform professional development needs. In addition, the Executive Directors have monthly meetings with schools' administrators, including those at Palm Pointe (FAU-St. Lucie) to observe and discuss evidence that the school is on pace with the implementation of the district scope and sequence through the use of their monitoring checklist. In November and January, data chats will take place with district staff and school leadership teams to analyze assessment data from the unit assessments and the winter iReady Diagnostic. This analysis, paired with the monitoring checklist, will determine whether instruction is systematic and explicit. The school-based problem

solving team will monitor the evidence based on these assessments as a part of their regularly scheduled meetings. During PST meetings, school teams will generate plans to support the needs of individual students based on the response to the intervention. The school-based counselors will monitor the evidence based on these assessments and will schedule students into the appropriate course progression sequence.

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

The SLPS Coordinator of Curriculum and the MTSS Support from Students Services is responsible for ensuring the fidelity of students not making progress towards the district goals. These two individuals will meet yearly to review specific needs.

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

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

The SLPS District Curriculum Team is responsible for developing the resources that teachers use in the classroom. These resources are aligned to grade-level Florida Standards. The standards and selected texts drive the district scope and sequence. They are generated around units of study for grades K-5 and Collections in grades 6-12. The units of study and Collections include a variety of complex texts, text types, and genres. The grade level Lexile bands, as well as stretch bands, are considered when building text sets within the units of study and collections. The leadership teams (including the Literacy Contacts and Reading Coaches) are responsible for monitoring the use these resources in collaborative planning sessions and classroom instruction. The Executive Directors have meetings with school administration, including those at Palm Pointe (FAU-St. Lucie), to observe and discuss evidence that the school is on pace with the implementation of the district scope and sequence through the use of their monitoring checklist.

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

The leadership teams (including the Literacy Contacts and Reading Coaches) are responsible for monitoring the use of these texts within the classroom as they are observing collaborative planning sessions and classroom instruction. The leadership teams will use the SLPS Framework for Quality Instruction. If there is assistance needed based on observations, schools can reach out to the site-based Literacy Contact/Reading Coach or the SLPS Literacy Curriculum Team for support. The Executive Directors have meetings with school administration, including those at Palm Pointe (FAU-St. Lucie), to observe and discuss evidence that the school is on pace with the implementation of the district scope and sequence through the use of their monitoring checklist. Through periodic data chats, the unit assessments, which are aligned to the scope and sequence, will be analyzed. This analysis, paired with the monitoring checklist, will determine whether instruction is systematic and explicit. Teachers will complete surveys in order to give feedback on the resources

provided by the District Curriculum Team. This feedback will be used to make any refinements to the scope and sequence.

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

Unit assessment data is collected and analyzed monthly at the district level by the Executive Directors. Surveys are collected quarterly by the curriculum developers from teachers.

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

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

The SLPS District Curriculum Team is responsible for developing the resources that teachers use in the classroom. These resources are aligned to grade-level Florida Standards. The standards and selected texts drive the district Scope and Sequence. They are generated around units of study for grades K-5 and Collections in grades 6-12. The units of study and Collections include a variety of complex texts, text types, and genres. In grades K-5, a 50/50 balance of literature and informational text is provided within the units. In grades 6-8, a 60/40 balance is provided.

B. **In addition to using texts from core, supplemental and intervention programs, what will the district do to ensure that schools have access to informational text for each content area in a variety of mediums?**

The SLPS District Curriculum Team has provided additional texts in grades K-5 to supplement the core resource of Journeys. The District Curriculum Team has these additional resources printed for all students. In grades 6-8, FYI is an additional component to the core resource. It is solely comprised of Informational Texts that teachers can use. The District Curriculum Team has shared this resource with all teachers during the training for the 6-8 resource. Other resources that have also been shared with teachers and Literacy Contacts/Reading Coaches that are strong in informational texts include, but are not limited to, Common Lit, NewsELA, ReadWorks, and EPIC! Books for Kids.

7. **In regard to Universal Design for Learning (UDL), please address the following:**

A. **Who at the district level will ensure that the all classroom instruction is accessible to the full range of learners using UDL principles?**

SLPS Executive Directors meet with schools' administration teams to observe and discuss evidence that the school is on pace with the implementation of the district scope and sequence through the use of their monitoring checklist. They will be specifically discussing Elements 47, 48, and 49 in action (see below).

B. What evidence will the district collect to demonstrate that all classroom instruction is accessible to the full range of learners using UDL principles for effective instructional design (planning) and delivery (teaching)?

During collaborative planning, teachers utilize the St. Lucie Public Schools' Framework for Quality Instruction to ensure that they are integrating quality teaching and learning strategies into their instructional practices. Teachers specifically consider the needs of English Language Learners (Element 47), students receiving Special Education (Element 48), and students who lack support for schooling (Element 49) as a part of their planning process. The leadership teams (including the Literacy Contacts/Reading Coaches) are responsible for monitoring the use of these strategies within the classroom as they are observing collaborative planning sessions and classroom instruction. If there is assistance needed based on observations, schools can reach out to the site-based Literacy Contact/Reading Coach or the Literacy Curriculum Team and the SLPS Professional Development Team for support.

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

The SLPS Executive Directors, Deputy Superintendent, and the Chief Academic Officer will review data on a monthly basis.

8. **As a separate attachment please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements and the district's 2018-2019 K-12 Comprehensive Research-Based Reading Plan, as well as documentation that the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district ELL contact to discuss alignment with their district ELL plan.**

See Appendix A.

Research-Based Reading Instruction Allocation

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

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;

- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

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

Professional Development

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

1. **Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the district master inservice plan?**

   FAU-St. Lucie's district contact and Palm Pointe's assistant principal, Rachel Koenig, will be responsible for ensuring the Reading Instruction Allocation-funded professional development activity is entered into FAU-St. Lucie's master inservice plan.

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

   The total amount budgeted for this is $4,000.00.

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

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

   Rachel Koenig will also ensure that this training is entered into FAU-St. Lucie's master inservice plan and, along with FAU-St. Lucie/Palm Pointe's reading coaches, will provide this training to Palm Pointe's teachers.

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

   Yes, it will be funded through the reading allocation.

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.**

   The qualifications for coaches are as follows:
   --Bachelor's degree; Master's preferred;
   --Valid Florida Certification in Reading/Endorsement or valid certification in Elementary Education;
   --Reading Certification/Endorsement must be obtained within three (3) years of acquiring the position;
   --Minimum of three (3) years successful teaching experience. Experience in teaching reading and writing preferred;
   --Ability to perform the functions of the position.

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

   FAU-St. Lucie/Palm Pointe has two reading coaches funded through the allocation.

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.**

   Reading coaches were placed at Palm Pointe because it is the only school within the FAU-St. Lucie district and a need for reading support, based upon previous years' data, was identified.

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

   a. Elementary: 1
   b. Middle: 1
   c. High: N/A (FAU-St. Lucie only serves K-8th grade students.)

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

   Reading coach effectiveness is measured through student achievement data (i.e. unit assessments, iReady diagnostics, FSA, etc.), observations by the administrative team, and the non-classroom teacher evaluation tool through iObservation.

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

   $138,080.00

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?**

   FAU-St. Lucie/Palm Pointe will be provided one reading intervention teacher funded through the allocation.

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.**

A reading intervention teacher was placed at Palm Pointe because it is the only school within the FAU-St. Lucie district and a need for reading intervention support, based upon previous years' data, was identified.

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

   a. Elementary: 1
   b. Middle: 0
   c. High: N/A (FAU-St. Lucie only serves K-8th grade students.)

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

$32,000.00

5. **Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Intruction 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.:**

No supplemental instructional materials or interventions will be purchased with the allocation.

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

$0

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 Intruction Allocation, please list the funding source.**

The SLPS' ELA Matrices for Emergent, Developing, and Transitional Literacy/Tiers 2 and 3 contain a number of research-based resources that support multi-sensory learning and that FAU-St. Lucie already utilizes with its students (e.g. FCRR, Fundations, Earobics, Imagine Learning, etc.). Additional intervention materials outlined in each matrix will be purchased through Palm Pointe's Title I and Digital Learning funds to supplement its existing resources for the 2018-2019 academic year.

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:** Kimberly Jay

2. **Email Address:** Kimberly.Jay@stlucieschools.org

3. **Phone Number:** (772) 429-7546

4. **Please list the schools which will host a SRC:**

   River's Edge Elementary and Northport K-8 will host the SRCs for SLPS. Identified students from FAU-St. Lucie/Palm Pointe will attend one of the two camps.

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

   a. **Start Date:** June 6th
   b. **Which days of the week is SRC offered:** Monday - Thursday
   c. **Number of instructional hours per day in reading:** 3.5 hours
   d. **End Date:** July 12th
   e. **Total number of instructional hours of reading:** 70 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, SLPS will select the teachers who will be delivering SRC instruction.

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

   1 - 15

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

   Only third grade students are served at the summer reading camp. The SLPS district has other summer programs for other grade levels funded through different funding sources.

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

   Students will take the SAT-10 at the end of the summer reading camp. The results will be compared against the SAT-10 that was taken in the spring.

300 Lowest-Performing Elementary Schools

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

This may be found in Appendix C.

Budget Review

|		
Estimated proportional share distributed to district charter schools		N/A
District expenditures on reading coaches		$138,080.00
District expenditures on intervention teachers		$32,000.00
District expenditures on supplemental materials or interventions		N/A
District expenditures on professional development		$4,000.00
District expenditures on summer reading camps		N/A
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools		N/A
Flexible Categorial Spending		N/A
	Sum of Expenditures	$174,080.00
	Amount of district research-based reading intruction allocation for 2018-2019	$174,080.00

Reading Plan Alignment Meeting
April 4, 2018
8:50 a.m. – 9:30 a.m.

Agenda

District ELL Plan	→	Alignment with 18/19 Reading Plan	→	Planning Sessions for 18/19 Curriculum
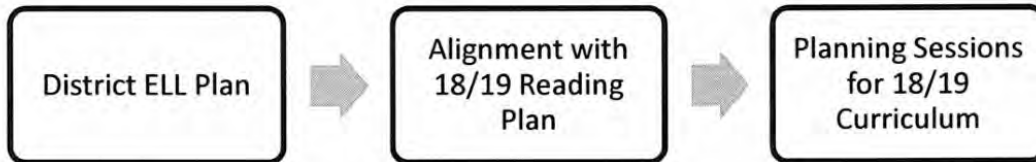
Thank you for joining us. Please sign in below.
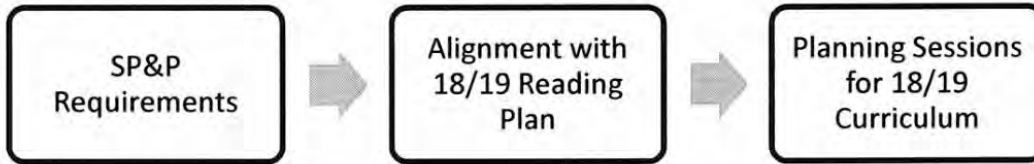
Name	Signature	Role
1. Rachel Koenig	Rachel Koenig	AP / FAU-St. Lucie district contact
2. Donna Dorio	Donna Dorio	Rdg. Intervention Specialist
3. Summer Kuba	S Ku	School Counselor / Contact ELL
4. Jenny Clancy	Jenny Clancy	Elementary Reading Coach
5. Iris Fantin	Fantin	ESOL Paraprofessional
6. Amy Fazzalaro	Amy Fazzalaro	Middle Reading Coach
7.		
8.		
9.		
10.		

Reading Plan Alignment Meeting
April 5, 2018
8:50 a.m. – 9:30 a.m.

Agenda

SP&P Requirements ⟹ Alignment with 18/19 Reading Plan ⟹ Planning Sessions for 18/19 Curriculum

Thank you for joining us. Please sign in below.

	Name	Signature	Role
1.	Jenny Clancy	Jenny Clancy	Elementary Reading Coach
2.	Amy Fazzalaro	Amy Fazzalaro	Middle Reading Coach
3.	Linda Hughes	Linda Hughes	ESE-school specialist
4.	Rachel Koenig	Rachel Koenig	AP/FAU-Stimuic district contact
5.	Donna Dorio	Donna Dorio	Rdg. Intervention Specialist
6.	Karol Carvelli	Karol Carvelli	ESE Specialist
7.			
8.			
9.			
10.			

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;

SLPS K-5 Decision Tree						
Conditions to determine Reading Deficiency are as follows. If a student has not met Tier 1 expectations, the PST will meet to determine next steps based on the data. Tier 2 interventions will be set in place. Students receiving tier 2 interventions that are not making adequate progress in closing the achievement gap will be determined as having a substantial reading deficiency and will be provided intensive reading intervention. Schools/teachers will be responsible for notifying the parents of children who are showing deficiencies in reading.						
Assessment	Dates	If	Then	Identification of Deficiency	Materials	Not Responding
K-5 iReady	Fall 2018 Winter 2019 Spring 2019	Below the 43rd percentile…	Tier 1 Supplemental	Reading Strands -Comp Lit -Comp Informational -Phonics -Phonological Awareness -High Frequency Words -Vocabulary	-Tier 1 Resources for Small Group	-Consult PST Team -Tier 2 -Tier 3 -Tier 2/3 Matrix for Support -Change duration, intervention, or interventionist
2-5 Unit Assessments	Year Long	Below 60%...	Tier 1 Supplemental	Cluster/Standard -Key Ideas and Details (1.1, 1.2, 1.3) -Craft and Structure (2.4, 2.5, 2.6) -Integration of Knowledge and Ideas (3.7, 3.8, 3.9)	-Tier 1 Resources for Small Group	-Consult PST Team -Tier 2 -Tier 3 -Tier 2/3 Matrix for Support -Change duration, intervention, or interventionist
3-5 FSA Scores	Spring 2017	Level 1 or 2…	Tier 1 Supplemental	Cluster -Key Ideas and Details -Craft and Structure -Integration of Knowledge and Ideas -Language and Editing -Writing (grades 4-5 only)	-Tier 1 Resources for Small Group	-Consult PST Team -Tier 2 -Tier 3 -Tier 2/3 Matrix for Support -Change duration, intervention, or interventionist
FLKRS	Fall 2018	Below a scale score of 437…	Tier 1 Supplemental	Word Knowledge and Skills -Alphabetic Principle -Concept of Word -Visual Discrimination -Phonemic Awareness -Phonics -Structural Analysis -Vocabulary Comprehension Strategies/Constructing Meaning -Sentence Level Comprehension -Paragraph Level Comprehension	-Tier 1 Resources for Small Group	-Consult PST Team -Tier 2 -Tier 3 -Tier 2/3 Matrix for Support -Change duration, intervention, or interventionist

SLPS K-5 Decision Tree				
On/Above Grade Level				
Assessment	Dates	If	Then	Materials
K-5 iReady	Fall 2018 Winter 2019 Spring 2019	Above the 43rd percentile…	Tier 1 and Tier 1 Supplemental	-ELA Scope and Sequence -Integrated Literacy Units -Text Sets -ELA Toolboxes for question stems and prompts -Tier 1 Resources for Small Group.
2-5 Unit Assessments	Year Long	Above 60%...	Tier 1 and Tier 1 Supplemental	-ELA Scope and Sequence -Integrated Literacy Units -Text Sets -ELA Toolboxes for question stems and prompts -Tier 1 Resources for Small Group.
3-5 FSA Scores	Spring 2017	Level 3 or Above	Tier 1 and Tier 1 Supplemental	-ELA Scope and Sequence -Integrated Literacy Units -Text Sets -ELA Toolboxes for question stems and prompts -Tier 1 Resources for Small Group.
FLKRS	Fall 2017	Scaled score of 497-529 and <mark>Scaled score of 438-496</mark>	Tier 1 and Tier 1 Supplemental	-ELA Scope and Sequence -Integrated Literacy Units -Text Sets -ELA Toolboxes for question stems and prompts -Tier 1 Resources for Small Group.

Students that scored in the area of 438-496 will be monitored closely to determine if gains are sustained or improved. If the data shows that students are not making growth in this area, targeted intervention will be determined by the core team.

St. Lucie
PUBLIC SCHOOLS

1 Guide to Intensive Reading Placement

	FSA Data	Other Data	Reading Course	Course Number	Qualifier	*Suggested Programs	Suggested Supplemental Resources	Recommended Time / Delivery Method	Suggested Class Size
Intensive Reading	L1	Decoding or text reading efficiency issues / iStation/iReady 0 - 10th percentile	Intensive Reading: Foundational 1	1000010	U	Wilson Reading System System 44 Language! Language Live! Reading Plus	Imagine Learning (ELL)	90 minutes daily / · direct instruction · small group · computer assisted instruction · independent reading	15 or fewer
Intensive Reading	L1/L2	Decoding or text reading efficiency issues / iStation/iReady 11 - 25th percentile	Intensive Reading: Foundational 2	1000010	6	Read 180 Plugged-In Reading Plus	Imagine Learning (ELL)	90 minutes daily / · direct instruction · small group · computer assisted instruction · independent reading	20 or fewer
Intensive Reading	L1/L2	No decoding or text reading efficiency issues / iStation/iReady 26 - 40th percentile	Intensive Reading: ELA Plus 1	1000010	G	Newsela (paired with Literature) Plugged-In Reading Plus	Imagine Learning (ELL) Ready Florida Achieve 3000	47 minutes daily / 90 minutes every other day / · direct instruction · small group · computer assisted instruction · independent reading	22 or fewer
Content	L1/L2	No decoding or text reading efficiency issues / iStation/iReady above 40th percentile	Content Area Course: Science or Social Studies	Content Area Course Code		Content area informational text and literature	Newsela Ready Florida Achieve 3000	47 minutes daily / 90 minutes every other day / · direct instruction · small group · computer assisted instruction · independent reading	Content area class size

*The following can be modified for students who have not responded to a specific reading intervention with the initial intensity and time provided:
-A different intervention can be implemented (e.g., if a student is not making predicted improvement when using System 44, the

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	FSA Data	Other Data	Reading Course	Course Number	Qualifier	*Suggested Programs	Suggested Supplemental Resources	Recommended Time / Delivery Method	Suggested Class Size
Intensive Reading	L1	Decoding or text reading efficiency issues / iStation/iReady 0 - 10th percentile	Intensive Reading: Foundational 1	1000010	V	Wilson Reading System / System 44 / Language! / Language Live! / Reading Plus	Imagine Learning (ELL)	90 minutes daily / • direct instruction • small group • computer assisted instruction • independent reading	15 or fewer
Intensive Reading	L1/L2	Decoding or text reading efficiency issues / iStation/iReady 11 - 25th percentile	Intensive Reading: Foundational 2	1000010	7	Read 180 / Plugged-In / Reading Plus	Imagine Learning (ELL)	90 minutes daily / • direct instruction • small group • computer assisted instruction • independent reading	20 or fewer
Intensive Reading	L1/L2	No decoding or text reading efficiency issues / iStation/iReady 26 - 40th percentile	Intensive Reading: ELA Plus 1	1000010	H	Newsela (paired with Literature) / Plugged-In / Reading Plus	Imagine Learning (ELL) / Ready Florida / Achieve 3000	47 minutes daily / 90 minutes every other day / • direct instruction • small group • computer assisted instruction • independent reading	22 or fewer
Content	L1/L2	No decoding or text reading efficiency issues / iStation/iReady above 40th percentile	Content Area Course: Science or Social Studies	Content Area Course Code		Content area informational text and literature	Newsela / Ready Florida / Achieve 3000	47 minutes daily / 90 minutes every other day / • direct instruction • small group • computer assisted instruction • independent reading	Content area class size

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Intensive Reading	L1/L2	Decoding or text reading efficiency issues / iStation/iReady 11 - 25th percentile	Intensive Reading: Foundational 2	1000010	5	Read 180 / Plugged-In / Reading Plus	Imagine Learning (ELL)	90 minutes daily / • direct instruction • small group • computer assisted instruction • independent reading	20 or fewer
Intensive Reading	L1/L2	No decoding or text reading efficiency issues / iStation/iReady 26 - 40th percentile	Intensive Reading: ELA Plus 1	1000010	I	Newsela (paired with Literature) / Plugged-In / Reading Plus	Imagine Learning (ELL) / Ready Florida / Achieve 3000	47 minutes daily / 90 minutes every other day / • direct instruction • small group • computer assisted instruction • independent reading	22 or fewer
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On/Above Grade Level Courses		
FSA Data	*Middle School Course Options	*High School Course Options
On Level Reading — L3-L5	On-Level Reading	On-Level English
	Advanced Reading	Honors English
	On-Level Language Arts	AICE
	Advanced Language Arts	IB
		AP

*School sites have the choice to decide what course options they will provide to their students that score a L3-L5 on the ELA FSA

Students On/Above Level		
Assessment	If	Then
The data from the ELA Unit Assessments (every three weeks) will be analyzed by school-based teams to determine whether or not students that are on or above grade level are still making progress on or above grade level.	A student begins to fall below grade level expectations on the Unit Assessments	The teacher will pull small groups in order to re-teach the missing skills.