

Glades 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: Janet Harris

Contact Email: janet.harris@gladesschools.org

Contact Telephone: 863-946-0202 ext. 120

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	43	Click here to enter text.	43	45	46	47	49

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	Click here to enter text.	47	45	50	48	54

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		
White/Hispanic	15	*	16	*	14		
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26		
Students with Disabilities/Students without Disabilities	37	*	38	*	38		
English Language Learners/ Non-English Language Learners	30	*	32	*	31		

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	34	Click here to enter text.	32	35	29	25	23
White/Hispanic	15	Click here to enter text.	14	17	12	13	10
Economically Disadvantaged/Non-Economically Disadvantaged	11	Click here to enter text.	11	14	14	6	4
Students with Disabilities/Students without Disabilities	24	Click here to enter text.	26	29	27	19	16
English Language Learners/ Non-English Language Learners	28	Click here to enter text.	28	31	24	21	19

* 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.

Each school employs remedial reading teachers. Remedial reading teachers work with FSA Level 1 and 2 students performing below grade level on i-Ready, FAIR and/or FSA ELA. Remedial reading teachers utilize research-based instructional strategies and state adopted curriculum to improve student achievement.

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

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

The Director of Elementary Academic Services will collect data for grades K-5 and the Director of Secondary Academic Services will collect data for grades 6-12.

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.

Grades K-2 will progress monitor using i-Ready three times a year. Grades 3-5 will progress monitor using i-Ready and FAIR three times a year. Grades 6-10 will progress monitor using FAIR 3 times a year.

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

Progress monitoring data will be collected and reviewed three times a year.

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

The Director of Elementary Academic Services is responsible for ensuring the fidelity of students not progressing towards district goals in grades K-5. The Director of Secondary Academic Services is responsible for ensuring the fidelity of students not progressing towards district goals in grades 6-12.

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 Director of Elementary Academic Services is responsible for ensuring classroom instruction is aligned to grade-level standards for grades K-5. The Director of Secondary Academic Services is responsible for ensuring classroom instruction is aligned to grade-level standards for grades 6-12.

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

School administration will collect lesson plans and document classroom walk throughs as evidence of instructional alignment to grade level Florida Standards. Principals will also utilize the curriculum Scope and Sequence to verify instructional alignment to Florida Standards.

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

Lesson plans will be collected weekly and walk throughs will be conducted bi-weekly.

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 Director of Elementary Academic Services is responsible for ensuring that K-5 schools have access to informational text for each content area in a variety of mediums. The Director of Secondary Academic Services is responsible for ensuring the 6-12 schools have access to informational text for each content area in a variety of mediums.

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

All schools have access to online and paperbased informational text. All schools have access to informational text in SAFARI Montage, Newsela, Time for Kids, tweentribune and wonderopolus. Students are able to access the online materials using Chromebooks in their classrooms. Time for Kids is purchased using textbook funds.

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

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

The Director of Elementary Academic Services, the Director of Secondary Academic Services and the Director of Student Services will work with school administration and instructional staff to ensure all classroom instruction is accessible to the full range of learners using UDL Principles.

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

School administration will collect lesson plans and document classroom walk throughs as evidence.

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

Lesson plans will be collected weekly and walk throughs will be conducted monthly.

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

See Appendix A.

Research-Based Reading Instruction Allocation

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

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

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

Professional Development

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

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

The Director of Elementary Academic Services is responsible for ensuring professional development activities funded through the Research-Based Reading Instruction Allocation is appropriately entered into the district master in-service plan.

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

There is no money budgeted for in-service activities. Research-Baed Reading Allocation is budgeted for staff.

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

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

The Director of Elementary Academic Services is responsible for ensuring training is entered into the MIP and is provided to reading coaches, classroom teachers and school administrators.

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

The training was funding through Title II, Part A grant.

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..**

Coaches must have a Bachelor's degree from an accredited educational institution, have three (3) years of successful teaching experience, certified by the State of Florida in appropriate area, have Reading Certification or Reading Endorsement.

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

At this time, no schools have reading/literacy coaches funded from the Research-Based Reading Instruction 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.**

Currently no schools have reading coaches. Funding was utilized for remedial reading teachers and reading resource teachers.

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

- Elementary:0
- Middle:0
- High:0

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

When reading/literacy coaches are employed, their effectiveness will be measured based on FSA ELA data for grades 3-10. I-Ready progress monitoring data for grades K-8 during the school year.

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

No Research-Based Reading Instruction Allocation will be expended on reading/literacy coaches.

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?

Moore Haven Middle High School and West Glades School will be provided reading intervention teachers to provide intensive interventions funded through the Research-Based Reading Instruction 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.

These schools were identified as having the greatest need based on FSA ELA data and/or ELL student population.

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

- a. Elementary:0
- b. Middle:3
- c. High:1

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

\$184,821 is expended on these positions.

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.:

Supplemental instructional materials are purchased through non-state adopted funds. Research-Based Reading Instruction Allocation is utilized to pay for remedial reading teachers.

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

No Research-Based Reading Instruction Allocation funds are expended to purchase supplemental instructional materials or interventions.

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.**

Interventions were purchased using non-state adopted funds, Title I, Part A, or Title V funding.

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:**Janet Harris
2. **Email Address:**janet.harris@gladesschools.org
3. **Phone Number:**863-946-0202 ext. 120
4. **Please list the schools which will host a SRC:**

Moore Haven Elementary, West Glades School, Pemayetv Emahakv Charter School

5. **Provide the following information regarding the length of your district SRC:**
 - a. **Start Date:**June 6, 2018
 - b. **Which days of the week is SRC offered:**Monday - Thursday
 - c. **Number of instructional hours per day in reading:**5 instructional hours
 - d. **End Date:**June 28, 2018
 - e. **Total number of instructional hours of reading:**70
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.?**

Highly Qualified teachers are selected based on student growth data, highly effective/effective teacher evaluations, and teachers with reading endorsement.

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

1:12

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

Title I, Part A is funding a Literacy Camp for students in grades K-5. Students must be performing below grade level based on i-Ready Diagnostic assessment and class grades.

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

Teachers will utilize unit assessments from the reading series along with i-Ready progress monitoring assessments to track student progress. Teachers will also maintain student portfolios of grade ELA standards assessments.

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.

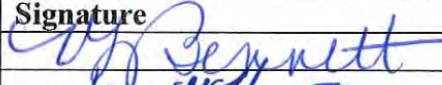
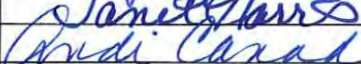
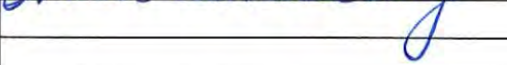
Budget Review

Estimated proportional share distributed to district charter schools	Click here to enter text.
District expenditures on reading coaches	\$0
District expenditures on intervention teachers	\$184,821
District expenditures on supplemental materials or interventions	\$0
District expenditures on professional development	\$0
District expenditures on summer reading camps	\$0
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	\$0
Flexible Categorical Spending	\$0
Sum of Expenditures	\$184,821
Amount of district research-based reading instruction allocation for 2018-2019	\$184,821

APPENDIX A

ATTENDANCE FORM GLADES DISTRICT SCHOOLS
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Meeting: Reading Plan/ ESE Alignment Meeting	Location: District Office
Date: April 10, 2018	

PRINTED Name	Signature
Vivian Bennett	
Janet Harris	
Andi Canaday	

Agenda

UDL Principals

- **Classroom Implementation**
- **Small Group Instruction**
- **Speech and Language Pathologists pushing into PreK and Kinder**
- **Supplemental Resources**

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

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

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

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to plan intervention for students scoring in the following performance levels:
 - 1) Scaled score of 497-529
 - 2) Scaled score of 438-496
 - 3) Scaled score of 437 and below; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

K – 5 Assessment and Curriculum Decision Tree

Kindergarten – Administer STAR Early Literacy Assessment for reading		
STAR Early Literacy Assessment	Dates: AP1 – First 30 days AP2 – December AP3 - May	
If:	Then:	Programs/Materials/Strategies
Scaled score is 497-529 (Percentile Rank is >41%) Meets or exceeds grade level benchmark	Continue with initial instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, phonics and fluency at the word and/or connected text level.	-Pearson Reading Street -Appropriate leveled text for small group -Small group differentiated instruction that focuses on Webb’s DOK Level 3 -Accelerated Reader/100 book challenge
Scaled score is 438-496 (Percentile Rank is 21% - 40%) Intervention (On Watch)	Analyze data results to determine the level and content of daily differentiated intervention.	-Pearson Reading Street -Pearson Reading Street “Response to Intervention” kit -District-approved Supplemental Intervention Reading Program(s) -Daily small group targeted to meet students’ instructional needs
Scaled score is <437 (Percentile Rank is <20%) Urgent Intervention	Analyze data results to determine the level and content of daily differentiated intervention and to provide targeted prescriptive instruction. Student is identified as substantially deficient in reading	-Pearson Reading Street “Response to Intervention” kit -District-approved Supplemental Intervention Reading Program(s) -Notify parents that student has a reading deficiency -Provide provide daily Immediate Intensive Intervention (iii) outside of the 90 minute reading block in small groups of no more than 5 students for at least 30 minutes per day. -OPM to evaluate progress being made.

		<ul style="list-style-type: none"> - Use of Magnetic Letters to create words, sentences, blending, - Read it, Build it, Write it multisensory activity to learn site words or vocabulary words. - Tapping out sounds as a multisensory word segmenting and blending intervention. -Story sticks – a multisensory intervention to help students visualize elements of the story. -Shared Reading -Begin MTSS
K - 5 – Administer i-Ready Diagnostic & Assessment for reading		
i-Ready Assessment	Dates: AP1 – August/September AP2 – January AP3 – April/May	
If:	Then:	Programs/Materials/Strategies
Student’s score is in Profile 5	Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, phonics, and fluency at the word and/or connected text level.	<ul style="list-style-type: none"> -Pearson Reading Street -Accelerated Reader/100 Book Challenge -Appropriate leveled text for small group instruction -Small group differentiated instruction that focuses on Webb’s DOK Level 3 -Use recommended instructional priorities for Profile 5 in i-Ready.
Student’s score is in Profile 3 or 4	Provide comprehension instruction focusing on strategic listening/reading that includes explicit instruction in comprehension using before, during, and after reading strategies.	<ul style="list-style-type: none"> -Pearson Reading Street -Small group differentiated instruction that focuses on before, during, and after reading strategies. -Use recommended instructional priorities for Profile 3 or 4 in i-Ready.

<p>Student's score is in Profile 2</p>	<p>Analyze data results to determine the level and content of daily differentiated intervention.</p>	<ul style="list-style-type: none"> -Pearson Reading Street -Small group differentiated instruction that focuses on before, during, and after reading strategies. -Use recommended instructional priorities for Profile 2 in i-Ready. -Pearson Reading Street "Response to Intervention" kit -District-approved Supplemental Intervention Reading Program(s) -Daily small group targeted to meet students' instructional needs
<p>Student's score is in Profile 1</p>	<p>Analyze data results to determine the level and content of daily differentiated intervention and to provide targeted prescriptive instruction.</p> <p>Student is identified as substantially deficient in reading.</p>	<ul style="list-style-type: none"> -Pearson Reading Street "Response to Intervention" kit -District-approved Supplemental Intervention Reading Program(s) -Notify parents that student has a reading deficiency -Provide provide daily Immediate Intensive Intervention (iii) outside of the 90 minute reading block in small groups of no more than 5 students for at least 30 minutes per day. -OPM to evaluate progress being made. - Use of Magnetic Letters to create words, sentences, blending, - Read it, Build it, Write it multisensory activity to learn site words or vocabulary words. - Tapping out sounds as a multisensory word segmenting and blending intervention. -Story sticks – a multisensory intervention to help students visualize elements of the story. -Shared Reading -Begin MTSS if not improvement by the next benchmark progress monitoring.

3 - 5 – Florida Standards Assessment – English Language Arts

FSA Assessment		Dates: Spring 2017
If:	Then:	Programs/Materials/Strategies
Student’s score is a Level 5	Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, phonics, and fluency at the word and/or connected text level.	<ul style="list-style-type: none"> -Pearson Reading Street -Accelerated Reader/100 Book Challenge -Appropriate leveled text for small group instruction -Small group differentiated instruction that focuses on Webb’s DOK Level 3 -Use i-Ready instruction .
Student’s score is a Level 3 or 4	Provide comprehension instruction focusing on strategic listening/reading that includes explicit instruction in comprehension using before, during, and after reading strategies.	<ul style="list-style-type: none"> -Pearson Reading Street -Small group differentiated instruction that focuses on before, during, and after reading strategies. -Use i-Ready.
Student’s score is a Level 2	Analyze data results to determine the level and content of daily differentiated intervention.	<ul style="list-style-type: none"> -Pearson Reading Street -Small group differentiated instruction that focuses on before, during, and after reading strategies. -Use i-Ready. -Pearson Reading Street “Response to Intervention” kit -District-approved Supplemental Intervention Reading Program(s) -Daily small group targeted to meet students’ instructional needs
Student’s score is a Level 1	Analyze data results to determine the level and content of daily differentiated intervention and to provide targeted prescriptive instruction.	<ul style="list-style-type: none"> -Pearson Reading Street “Response to Intervention” kit -District-approved Supplemental Intervention Reading Program(s) -Notify parents that student has a reading deficiency -Provide provide daily Immediate Intensive Intervention (iii) outside of the 90 minute reading block in small groups of no more than 5 students for at least 30 minutes per day. -OPM to evaluate progress being made. -Begin MTSS if not improvement by the next benchmark progress monitoring. -Use i-Ready

3 - 5 – FAIR

FAIR Assessment

Dates:
August/September 2017
January/February 2018
April/May 2018

If:	Then:	Programs/Materials/Strategies
<p>Student’s Probability of Literacy Success score</p> <p>Success is at or above 85%</p> <p>(Green Success Zone)</p>	<ul style="list-style-type: none"> • Consider individual students’ strengths & weaknesses in decoding, vocabulary, and comprehension for targeting small group instruction. • 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"> ○ What programs/strategies do we have available to address these needs? 	<p align="center">Green Success Zone (Box 1)</p> <ul style="list-style-type: none"> - Scott Foresman Reading Street - Curriculum Asso., Ready FL LAFS - 3,4,5 - Building Academic Vocabulary - Word Walls - Word Sorts - Leveled Readers - Readers Theater - Timed repeated readings - Story Maps - Close Analytic Reading - Edusoar Learning “Common Core Action Lesson Series” - Schoolwide “Reading Fundamentals Units of Study”
<p>Student’s Probability of Literacy Success score is 84% or less (Yellow Success Zone)</p>	<p>Students receive the Syntactic Knowledge score. Use this score along with the WRT & VKT scores to form a profile[†] to determine the appropriate programs/materials/strategies to meet student needs.</p> <p>WRT, VKT, SKT scores are above 30th percentile Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p>	<p align="center">If a student’s scores fall in Box 2+4</p> <ul style="list-style-type: none"> - Scott Foresman Reading Street - Scott Foresman My Sidewalks - Curriculum Asso., Ready FL LAFS - 3,4,5 - Building Academic Vocabulary - Word Walls, Word Sorts, Leveled Readers, Readers Theater, Timed repeated readings, Story Maps - High level questioning strategies - Before reading, during reading, and after reading questioning strategies

		<ul style="list-style-type: none"> - Daily small group differentiated intervention, outside of the 90-minute reading block, targeted to meet student’s instructional needs - Close Analytic Reading - Edusoar Learning “Common Core Action Lesson Series” - Schoolwide “Reading Fundamentals Units of Study” 	
<p>Student’s Probability of Literacy Success score is 30% or Less (Red Success Zone)</p>	<p>WRT is below 30th percentile</p> <ul style="list-style-type: none"> • Assess fluency (rate, accuracy and expression) through having the student orally read a passage. If the student reads fluently, then work on comprehension strategies. • If the student struggles with reading fluently, then work on strategies addressing fluency (rate and accuracy). • If the student has a high error rate, provide instruction in basic. phonics (letter/sound patterns, syllable types, etc.) <p>VKT is below 30th percentile</p> <ul style="list-style-type: none"> • Provide instruction in base/root words and prefixes/suffixes. • Provide other intensive vocabulary instruction. <p>SKT is below 30th percentile</p> <ul style="list-style-type: none"> • Provide explicit instruction in sentence construction and determining how clauses and ideas relate to one another throughout a text. <p>*Consider use of the Open Response task to further assist in determining student misconceptions and instructional needs.</p>	<p>If a student’s scores fall in Box 2+5</p> <ul style="list-style-type: none"> - Scott Foresman Reading Street - Scott Foresman My Sidewalks - Curriculum Asso., Ready FL LAFS - 3,4,5 - Building Academic Vocabulary - i-Ready Diagnostic - Elements of Reading Vocabulary - Word Walls, Word Sorts, Leveled Readers, Readers Theater, Timed repeated readings, Story Maps - High level questioning strategies - Before reading, during reading, and after reading questioning strategies - Daily small group differentiated intervention, outside of the 90-minute reading block, targeted to meet student’s instructional needs (instruction may be delivered by classroom teacher, resource teacher or paraprofessional under the direction of the classroom teacher) - Close Analytic Reading - Edusoar Learning “Common Core Action Lesson Series” - Schoolwide “Reading Fundamentals Units of Study” 	

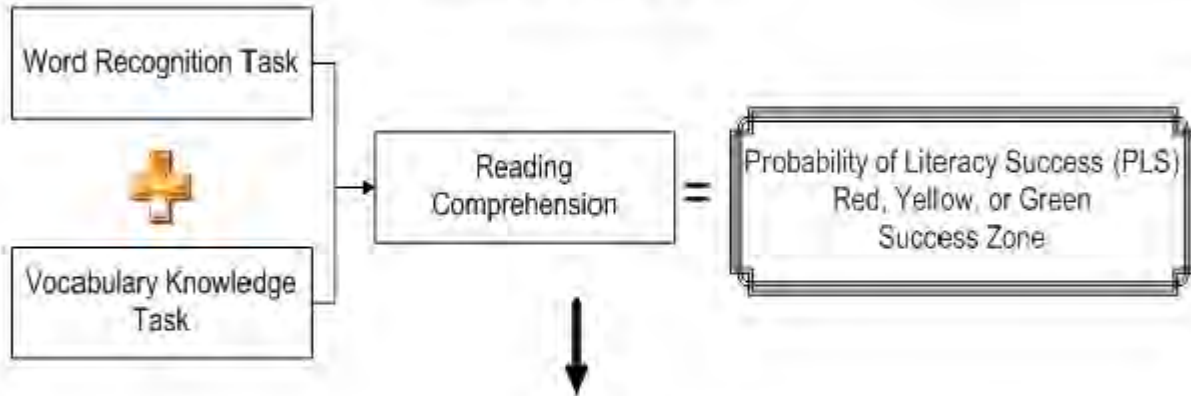
		<p>If a student's scores fall in Box 3+4</p> <ul style="list-style-type: none"> - Provide students with daily opportunities for fluency practice using strategies like partnered reading, teacher read alouds, repeated readings, reader's theater, etc. - Use research based reading strategies for scaffolding comprehension. - Use Teacher Think Alouds to model monitoring your own comprehension. - Continue to use core reading program, Scott Foresman Reading Street - Continue to use Building Academic Vocabulary, i-Ready, and Elements of Reading Vocabulary - Use high level questioning strategies - Use before reading, during reading, and after reading questioning strategies - Use daily small group differentiated intervention, outside of the 90-minute reading block, targeted to meet student's instructional needs (instruction may be delivered by classroom teacher, resource teacher or paraprofessional under the direction of the classroom teacher) - Small intervention group size - Close Analytic Reading - Edusoar Learning "Common Core Action Lesson Series" - Schoolwide "Reading Fundamentals Units of Study" <p>If a student's scores fall in Box 3+5</p>
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		<ul style="list-style-type: none"> - Provide students with daily opportunities for fluency practice using strategies like partnered reading, teacher read aloud, repeated readings, reader's theater, etc. - Use research based reading strategies for phonics, phonemic awareness, fluency, vocabulary and scaffolding comprehension. - Continue to use core reading program, Scott Foresman Reading Street and My Sidewalks - Continue to use Building Academic Vocabulary, i-Ready Diagnostic, and Elements of Reading Vocabulary - Use high level questioning strategies - Use before reading, during reading, and after reading questioning strategies - Use daily small group differentiated intervention, outside of the 90-minute reading block, targeted to meet student's instructional needs (instruction may be delivered by classroom teacher, resource teacher or paraprofessional under the direction of the classroom teacher) - Small intervention group size - Close Analytic Reading <p>*Use Ongoing Progress Monitoring (OPM) to monitor student progress.</p>
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Grades 6-8 Assessment/Curriculum Decision Tree

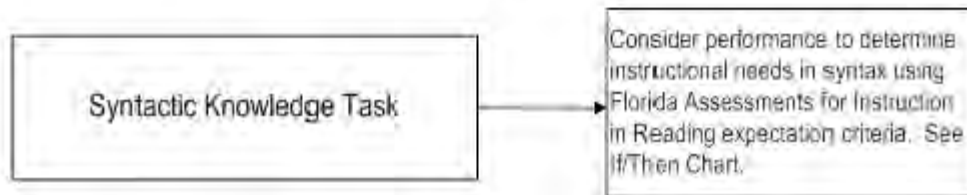
FAIR-FS Screening

(Administered 3 times per year)



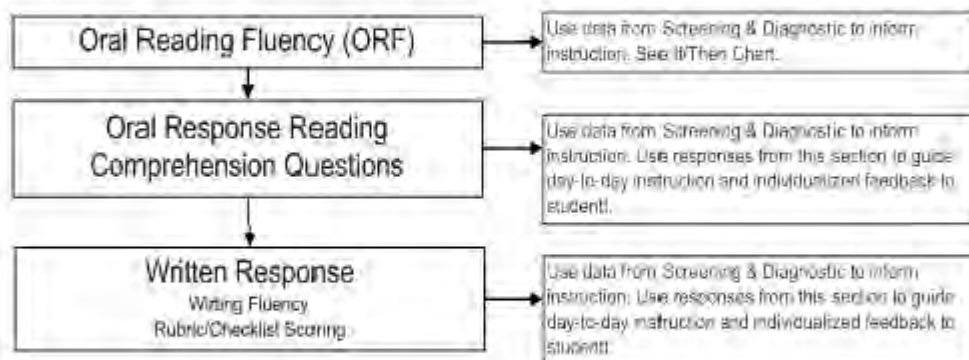
Diagnostic Task

(Students scoring in Red or Yellow Success Zone may be administered 3 times per year)



Optional Open Response Diagnostic Tasks

(Optional for students scoring in Red, Yellow, or Green Success Zone)



Consider using the ELA Formative Assessment System to monitor progress in each of the targeted skills and standards between Assessment Periods.

Chart DT2 –(6-8) Assessment/Curriculum Decision Tree Using the Florida Assessments for Instruction in Reading Continued

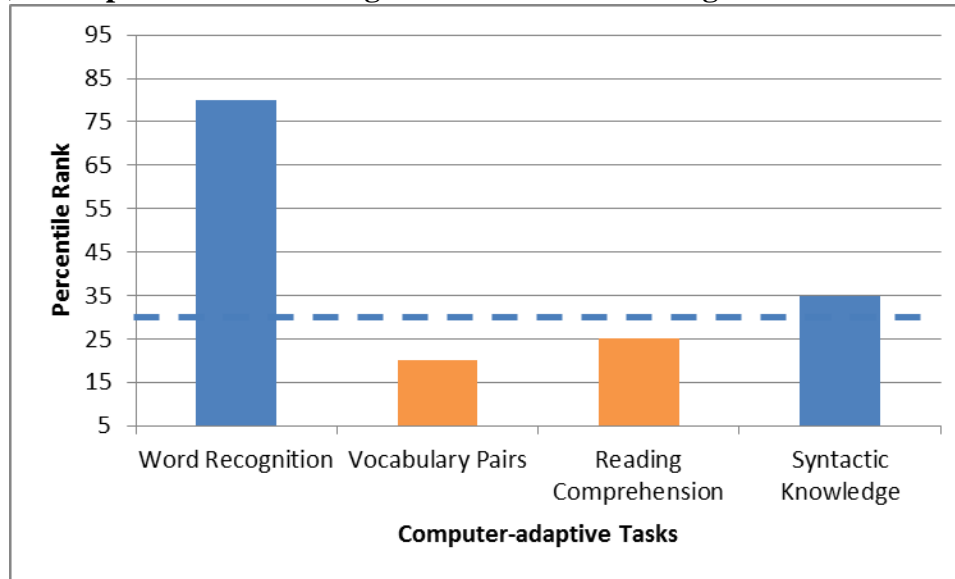
Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>Grades 6-8 Administer FAIR-FS for students scoring below expectations on the state accountability assessment.</p>	<p>Assessment Period 1: August/September 2018</p> <p>Assessment Period 2: January 2019</p> <p>Assessment Period 3: April 2019</p>	<p>Student’s Probability of Literacy Success (PLS) score is at or above 85% (Green Success Zone)</p>	<p>Green Success Zone*</p> <ul style="list-style-type: none"> • Consider individual students’ strengths & weaknesses in decoding, vocabulary, and comprehension for targeting small group instruction. • 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"> ○ What programs/strategies do we have available to address these needs? 	<p>Green Success Zone List programs/strategies available in the district to address these needs.</p> <ul style="list-style-type: none"> -Curriculum Assoc., Ready FL LAFS 6, 7, 8 -Building Academic Vocabulary -Word Walls -Word Sorts -Leveled Readers -Story Maps -Close Analytic Reading -i-Ready -Florida Collections on-line resources -Accelerated Reader -Sunshine State Reading Program -Schoolwide “Reading Fundamentals Units of Study
		<p>Student’s Probability of Literacy Success (PLS) score is 84% or less (Yellow or Red Success Zone)</p>	<p>Students receive the Syntactic Knowledge score. Use this score along with the WRT & VKT scores to form a profile[†] to determine the appropriate programs/materials/strategies to meet student needs.</p> <p>WRT, VKT, SKT scores are above 30th percentile Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p>	<p>If a student’s scores indicate sufficient decoding (WRT) and oral language skills (VKT, SKT). List programs/strategies available in the district to address these needs.</p> <ul style="list-style-type: none"> -Curriculum Assoc., Ready FL LAFS 6, 7, 8 -Building Academic Vocabulary -Word Walls -Word Sorts -Leveled Readers -Story Maps -Thinking Maps

			<p>WRT is below 30th percentile</p> <ul style="list-style-type: none"> Assess fluency (rate, accuracy and expression) through having the student orally read a passage. If the student reads fluently, then work on comprehension strategies. If the student struggles with reading fluently, then work on strategies addressing fluency (rate and accuracy). If the student has a high error rate, provide instruction in basic phonics (letter/sound patterns, syllable types, etc.) <p>VKT is below 30th percentile</p> <ul style="list-style-type: none"> Provide instruction in base/root words and prefixes/suffixes. Provide other intensive vocabulary instruction. <p>SKT is below 30th percentile</p> <ul style="list-style-type: none"> Provide explicit instruction in sentence construction and determining how clauses and ideas relate to one another throughout a text. <p>*Consider use of the Open Response task to further assist in determining student misconceptions and instructional needs.</p> <p>**Note: The 30th percentile cut point used in this document is given as a guide to estimate the level of instructional support necessary for student success. This cut point may need to be refined within each school and district depending on local circumstances such as available resources and student performance. The 30th percentile cut point will be reevaluated by the Florida Center for Reading Research and Just Read, Florida! after data is collected with the new end-of-year outcome assessment.</p>	<p>-Close Analytic Reading -i-Ready -Florida Collections on-line resources -Accelerated Reader -Sunshine State Reading Program -Every student 6-8 are enrolled in a reading class -Schoolwide “Reading Fundamentals Units of Study</p> <p>If a student’s scores indicate difficulties with word recognition (WRT, fluency) only. List programs/strategies available in the district to address these needs.</p> <p>-i-Ready -Florida Collections on-line resources -Accelerated Reader -Word Walls -Word Sorts</p> <p>If a student’s scores indicate difficulties with oral language (VKT, SKT) only. List programs/strategies available in the district to address these needs.</p> <p>-i-Ready -Florida Collections on-line resources -Accelerated Reader -Word Master</p> <p>If a student’s scores indicate difficulties with both decoding (WRT) and oral language (VKT, SKT). List programs/strategies available in the district to address these needs.</p> <p>-Florida Collections</p>
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				<p>*Use Ongoing Progress Monitoring (OPM) or the ELA Formative Assessment System to monitor student progress between Assessment Periods.</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.

† **Example Profile of Strengths and Weaknesses on grades 6-8 FAIR-FS**



**Materials/Activities Chart
Grades 6-8**

	PROGRAMS/MATERIALS	ACTIVITIES	REFERENCES
PHONOLOGICAL AWARENESS	Florida Collections: Online Resources i-Ready	Close Reading in textbooks and on-line; short stories, biography's, memoirs, Poems, News Articles i-Ready lessons based on students need being monitored and adjusted as needed by reading teacher	Monitored by classroom reading teacher

**Materials/Activities Chart
Grades 6-8**

	PROGRAMS/MATERIALS	ACTIVITIES	REFERENCES
PHONICS	<p>Florida Collections: Online Resources</p> <p>i-Ready</p>	<p>Close Reading in textbooks and on-line; short stories, biography's, memoirs, Poems, News Articles</p> <p>i-Ready lessons based on students need being monitored and adjusted as needed by reading teacher</p>	<p>Monitored by classroom reading teacher</p>
FLUENCY	<p>Florida Collections: Online Resources</p> <p>Accelerated Reading Goals</p> <p>Library Reading Contest</p> <p>Chromebooks</p> <p>Voluntary Weekly Reading book club during lunch</p> <p>i-Ready</p>	<p>Close Reading in textbooks and on-line; short stories, biography's, memoirs, Poems, News Articles</p> <p>Accelerated Reading Program</p> <p>Sunshine State readers contest</p> <p>Student access to multiple resources from Florida Collections reading series</p> <p>Weekly Book Club Lunch Meetings</p> <p>i-Ready lessons based on students need being monitored and adjusted as needed by reading teacher</p>	<p>Monitored by classroom reading teacher</p> <p>Monitored by the Renaissance Sponsor</p> <p>Monitored by classroom reading teacher</p> <p>Monitored by classroom reading teacher</p> <p>Literacy Specialist</p>

**Materials/Activities Chart
Grades 6-8**

	PROGRAMS/MATERIALS	ACTIVITIES	REFERENCES
VOCABULARY	Florida Collections: Online Resources Accelerated Reading Goals Library Reading Contest Chromebooks Voluntary Weekly Reading book club during lunch i-Ready	Close Reading in textbooks and on-line; vocabulary building Accelerated Reading Program Sunshine State readers contest On-line program allowing students to create interactive vocabulary Weekly Book Club Lunch Meetings i-Ready lessons based on students need being monitored and adjusted as needed by reading teacher	Monitored by classroom reading teacher Monitored by the Renaissance Sponsor Monitored by classroom reading teacher Literacy Specialist
COMPREHENSION	Florida Collections: Online Resources Chromebooks Library Reading Contest Voluntary Weekly Reading book club during lunch i-Ready	Close Reading in textbooks and on-line Accelerated Reading Program Sunshine State readers contest Weekly Book Club Lunch Meetings i-Ready lessons based on students need being monitored and adjusted as needed by reading teacher	Classroom Reading Teacher Monitored by the Renaissance Sponsor Monitored by classroom reading teacher Literacy Specialist

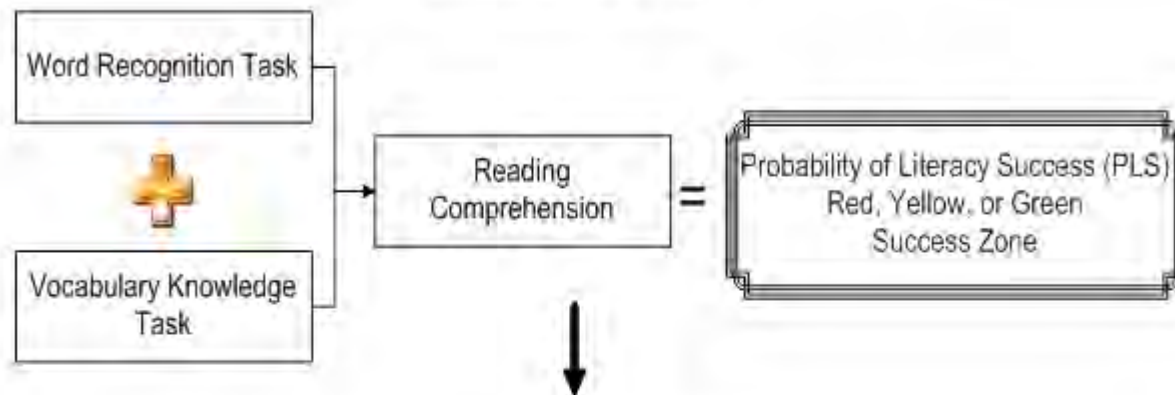
6-8 – Florida Standards Assessment – English Language Arts

FSA Assessment		Dates: Spring 2017
If:	Then:	Programs/Materials/Strategies
Student's score is a Level 5	Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, phonics, and fluency at the word and/or connected text level.	<ul style="list-style-type: none"> -Collections -Accelerated Reader/100 Book Challenge -Appropriate leveled text for small group instruction -Small group differentiated instruction that focuses on Webb's DOK Level 3 -Use i-Ready instruction .
Student's score is a Level 3 or 4	Provide comprehension instruction focusing on strategic listening/reading that includes explicit instruction in comprehension using before, during, and after reading strategies.	<ul style="list-style-type: none"> -Collections -Small group differentiated instruction that focuses on before, during, and after reading strategies. -Use i-Ready.
Student's score is a Level 2	Analyze data results to determine the level and content of daily differentiated intervention.	<ul style="list-style-type: none"> -Collections -Small group differentiated instruction that focuses on before, during, and after reading strategies. -Use i-Ready. -District-approved Supplemental Intervention Reading Program(s) -Daily small group targeted to meet students' instructional needs
Student's score is a Level 1	Analyze data results to determine the level and content of daily differentiated intervention and to provide targeted prescriptive instruction.	<ul style="list-style-type: none"> -District-approved Supplemental Intervention Reading Program(s) -Notify parents that student has a reading deficiency -OPM to evaluate progress being made. -Begin MTSS if not improvement by the next benchmark progress monitoring. -Use i-Ready

Grades 9-12 Assessment/Curriculum Decision Tree

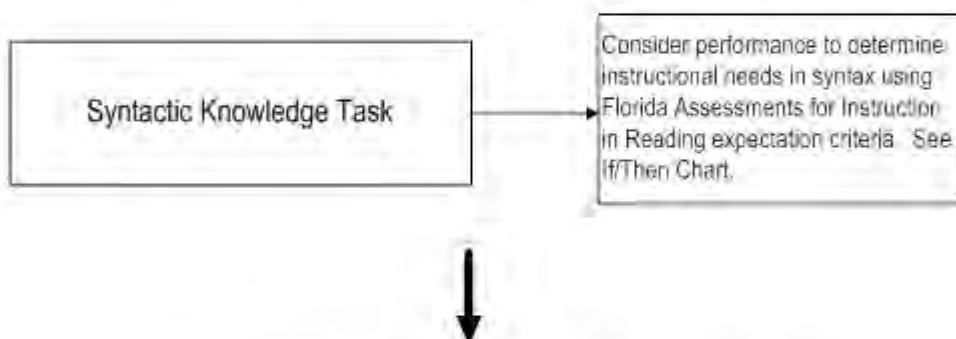
FAIR-FS Screening

(Administered 3 times per year)



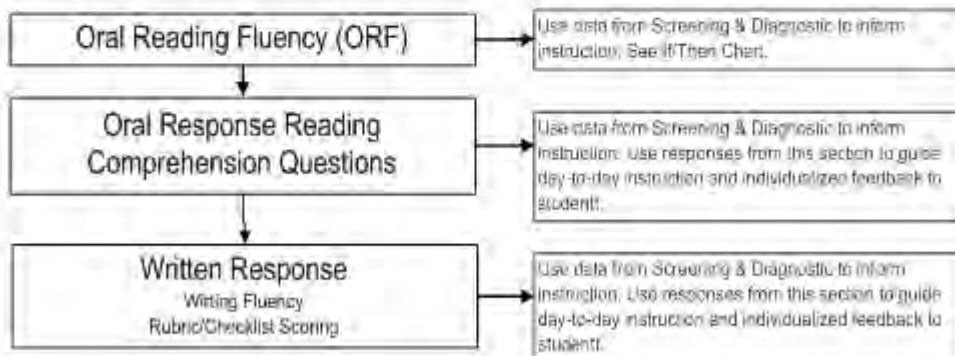
Diagnostic Task

(Students scoring in Red or Yellow Success Zone may be administered 3 times per year)



Optional Open Response Diagnostic Tasks

(Optional for students scoring in Red, Yellow, or Green Success Zone)



Consider using the ELA Formative Assessment System to monitor progress in each of the targeted skills and standards between Assessment Periods.

Chart DT3 –(9-12) Assessment/Curriculum Decision Tree Using the Florida Assessments for Instruction in Reading Continued

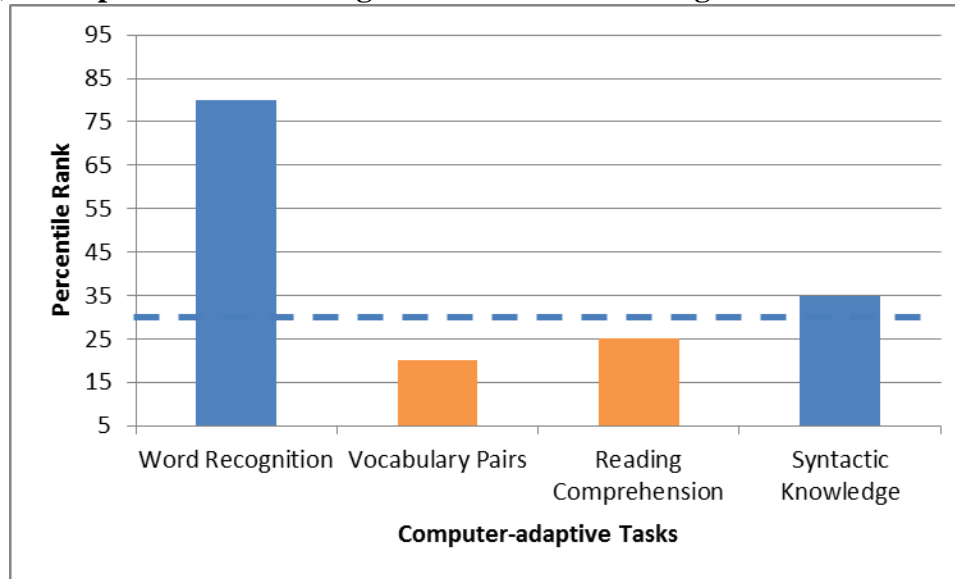
Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>Grades 9-12 Administer FAIR-FS for students scoring below expectations on the state accountability assessment.</p>	<p>Assessment Period 1: August/September 2018</p> <p>Assessment Period 2: January 2019</p> <p>Assessment Period 3: April 2019</p>	<p>Student’s Probability of Literacy Success (PLS) score is at or above 85% (Green Success Zone)</p>	<p>Green Success Zone*</p> <ul style="list-style-type: none"> • Consider individual students’ strengths & weaknesses in decoding, vocabulary, and comprehension for targeting small group instruction. • 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"> ○ What programs/strategies do we have available to address these needs? 	<p>Green Success Zone</p> <p>i-Ready Florida Collections on-line resources Accelerated Reader Close Analytic Reading Word Walls Springboard</p>

		<p>Student's Probability of Literacy Success (PLS) score is 84% or less (Yellow or Red Success Zone)</p>	<p>Students receive the Syntactic Knowledge score. Use this score along with the WRT & VKT scores to form a profile[†] to determine the appropriate programs/materials/strategies to meet student needs.</p> <p>WRT, VKT, SKT scores are above 30th percentile Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p> <p>WRT is below 30th percentile</p> <ul style="list-style-type: none"> Assess fluency (rate, accuracy and expression) through having the student orally read a passage. If the student reads fluently, then work on comprehension strategies. If the student struggles with reading fluently, then work on strategies addressing fluency (rate and accuracy). If the student has a high error rate, provide instruction in basic phonics (letter/sound patterns, syllable types, etc.) <p>VKT is below 30th percentile</p> <ul style="list-style-type: none"> Provide instruction in base/root words and prefixes/suffixes. Provide other intensive vocabulary instruction. <p>SKT is below 30th percentile</p> <ul style="list-style-type: none"> Provide explicit instruction in sentence construction and determining how clauses and ideas relate to one another throughout a text. 	<p>If a student's scores indicate sufficient decoding (WRT) and oral language skills (VKT, SKT).</p> <p>i-Ready Florida Collections on-line resources Word Walls Close Analytic Reading PrepWorks Springboard</p> <p>If a student's scores indicate difficulties with word recognition (WRT, fluency) only.</p> <p>i-Ready Florida Collections on-line resources Accelerated Reader Springboard</p> <p>If a student's scores indicate difficulties with oral language (VKT, SKT) only.</p> <p>i-Ready Florida Collections on-line resources PrepWorks Springboard</p> <p>If a student's scores indicate difficulties with both decoding (WRT) and oral language (VKT, SKT).</p> <p>Florida Collections I-Ready</p>
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		<p>*Consider use of the Open Response task to further assist in determining student misconceptions and instructional needs.</p> <p>**Note: The 30th percentile cut point used in this document is given as a guide to estimate the level of instructional support necessary for student success. This cut point may need to be refined within each school and district depending on local circumstances such as available resources and student performance. The 30th percentile cut point will be reevaluated by the Florida Center for Reading Research and Just Read, Florida! after data is collected with the new end-of-year outcome assessment.</p>	<p>*Use Ongoing Progress Monitoring (OPM) or the ELA Formative Assessment System to monitor student progress between Assessment Periods.</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.

† **Example Profile of Strengths and Weaknesses on grades 3-12 FAIR-FS**



**Materials/Activities Chart
Grades 9-12**

	PROGRAMS/MATERIALS	ACTIVITIES	REFERENCES
PHONOLOGICAL AWARENESS	Florida Collections: Online Resources	Close Reading in textbooks and on-line; short stories, biography's, memoirs, Poems, News Articles	Monitored by classroom reading teacher
	i-Ready	i-Ready lessons based on students need being monitored and adjusted as needed by reading teacher	

**Materials/Activities Chart
Grades 9-12**

	PROGRAMS/MATERIALS	ACTIVITIES	REFERENCES
PHONICS	<p>Florida Collections: Online Resources</p> <p>i-Ready</p>	<p>Close Reading in textbooks and on-line; short stories, biography's, memoirs, Poems, News Articles</p> <p>i-Ready lessons based on students need being monitored and adjusted as needed by reading teacher</p>	<p>Monitored by classroom reading teacher</p>
FLUENCY	<p>Florida Collections: Online Resources</p> <p>Chromebooks</p> <p>i-Ready</p> <p>Newsela</p>	<p>Close Reading in textbooks and on-line; short stories, biography's, memoirs, Poems, News Articles</p> <p>Student access to multiple resources from Florida Collections reading series</p> <p>i-Ready lessons based on students need being monitored and adjusted as needed by reading teacher</p> <p>Students will read informational text at multiple lexile levels. Students are given questions and writing prompts with every article.</p>	<p>Monitored by classroom reading teacher</p> <p>Monitored by classroom reading teacher</p> <p>Monitored by classroom reading teacher</p>

**Materials/Activities Chart
Grades 9-12**

	PROGRAMS/MATERIALS	ACTIVITIES	REFERENCES
VOCABULARY	<p>Florida Collections: Online Resources</p> <p>Chromebooks</p> <p>i-Ready</p> <p>Newsela</p>	<p>Close Reading in textbooks and on-line; vocabulary building</p> <p>On-line program allowing students to create interactive vocabulary</p> <p>i-Ready lessons based on students need being monitored and adjusted as needed by reading teacher</p> <p>Students will read informational text at multiple lexile levels. Students are given questions and writing prompts with every article.</p>	<p>Monitored by classroom reading teacher</p> <p>Monitored by classroom reading teacher</p> <p>Monitored by classroom teacher</p>
COMPREHENSION	<p>Florida Collections: Online Resources</p> <p>Chromebooks</p> <p>i-Ready</p> <p>Newsela</p>	<p>Close Reading in textbooks and on-line</p> <p>i-Ready lessons based on students need being monitored and adjusted as needed by reading teacher</p> <p>Students will read informational text at multiple lexile levels. Students are given questions and writing prompts with every article.</p>	<p>Classroom Reading Teacher</p> <p>Monitored by classroom reading teacher</p> <p>Monitored by classroom teacher</p>