

Hamilton 2019-20 K-12 Comprehensive Research-Based Reading Plan

Contact Information

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

District Contact: .Dr. Susan Summers
Contact Email: susan.summers@hamiltonfl.com
Contact Telephone: (386)792-8196

District-Level Leadership

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

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

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	26	45	26	49	32	30	51

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	33	39	36	46	48	53	59

State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	*	29	*	28	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
						22	14
White/African American	21	26	26	24	25		
White/Hispanic	12	13	17	12	15	11	8
Economically Disadvantaged/Non-Economically Disadvantaged	12	24	17	22	21	20	8
Students with Disabilities/Students without Disabilities	21	33	18	30	24	27	14
English Language Learners/ Non-English Language Learners	14	27	12	25	17	23	9

* 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.

Funds from this allocation will be used to provide additional support for immediate intensive intervention for students in reading during the school year for 7th and 8th grade students and for third grade students during the Summer Reading Camp. The high school reading coach will impact student achievement for grades 7 -12 through the provision of job-embedded professional development for teachers in the area of evidence-based practices in reading instruction and leading school teams in analysis of progress monitoring data and development of strategies to meet district student achievement goals.

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 Superintendent of Schools continues to act as the district's Director of Instruction. His experience includes a total of 39 years in Education and 20+ years at the administrative level. Six of those years were spent serving as the Assistant Superintendent of Teaching and Learning. All data comes to the Superintendent who will share and review the data with the instructional team in the district and make appropriate changes to the curriculum and strategies being used with these students.

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

The district uses iReady data for reading and math (K-8), STAR data for reading and math (K-6), Reading Plus data (7-8), and Mindplay MyVirtual Reading Coach data (9). Every grade level (3-8) and subject specific course (9-12) also gives, at a minimum, quarterly standards-based assessment through Unify in Performance Matters to ensure that students are progressing towards meeting the standards prescribed for their course. For students in grades 11-12 who have not passed the FSA ELA example, the Chalk Talk program provides progress monitoring assessment.

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

Student data is collected quarterly at a minimum. As diagnostic and standards-based assessments are completed and the data is compiled, it is reviewed by the district instructional team, school based instructional team, teachers and students, via data chats, as well as presentation made to the School Board.

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

The Superintendent of Schools continues to act as the district's Director of Instruction. All data comes to the Superintendent who will share and review the data with the instructional team in the district and make appropriate changes to the curriculum and strategies being used with these students.

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 Superintendent of Schools continues to act as the district's Director of Instruction. The Superintendent works with the Principals, Assistant Principals, Instructional Coaches, contracted personnel for reading support and NEFEC Consortia personnel to ensure that classroom instruction is aligned to grade-level Florida Standards.

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

Weekly evidence of aligned instruction includes lesson plans, student work examples, and assessment collection. Curriculum maps and pacing guides where available are used to ensure that instructional paced and planned. The primary source of evidence comes from data collected from assessments given through iReady (K-8) and Performance Matters (3-10).

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

This evidence is collected and discussed at the district level monthly through an Instructional Team meeting that includes personnel from Hamilton County Elementary School, Hamilton County High School, and district-level personnel.

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

See Appendix A.

Research-Based Reading Instruction Allocation

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

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

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

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

Professional Development

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

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

Carol Milton, District Professional Development Coordinator

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

\$5,000.00 plus the \$65,000 amount allocated for the high school reading coach that provides job-embedded professional development for teachers.

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

elementary grades instructional personnel access to training sufficient to meet the requirements of Section 1012.585(3)(f), F.S..

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

Teaching Methodology for Exceptional Students (SWD)	2-100-008
Instructional Techniques and Materials for ESE (SWD)	2-100-004
Reading Foundation Skills (new 18-19)	1-013-002
Reading Difficulties, Disabilities and Dyslexia	2-013-005** 2-100-018*
Competency #1: Instructional Foundations of Language and Reading	1-013-018
Competency #2: Applications of Research-Based Practices	1-013-019
Competency #3: Foundations of Assessment for Teachers and Principals	1-013-020
Competency #4: Foundations and Applications of Differentiated Instruction	1-013-021
Competency #5: Reading Demonstration of Accomplished Practices in Reading	1-013-022

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.**

<https://digitalbell-bucket.s3.amazonaws.com/35D1752C-5056-907D-8DFA-95849EAE1372.pdf>

#58-A Reading Coach Job Description QUALIFICATIONS:

- (1) Bachelor's degree from an accredited educational institution.
- (2) Three (3) years successful teaching experience.
- (3) Experience in presenting educational training programs with a demonstrated knowledge and practice of Language Arts or Reading preferred.
- (4) Valid Florida teacher certification in appropriate area.
- (5) Reading certification or endorsement.
- (6) Must meet the No Child Left Behind Act regulations and requirements.
- (7) Satisfactory criminal background check and drug screening.

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

Hamilton County High School

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

Yes.

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

- a. Elementary:0
- b. Middle:0.5
- c. High:0.5

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

Results of FSA, and progress monitoring assessments with i-Ready (7-8 grades) and Performance Matters (7th-10th).

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

\$68,000.00

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?

Hamilton County High School

2. Were these schools identified to have the greatest need based on a review of the students achievement data? If not, please explain why reading intervention teachers were placed at these schools.

yes

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

- a. Elementary:0
- b. Middle:2
- c. High:Click here to enter text.

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

\$100,000

5. Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Instruction Allocation. These will be reviewed by the *Just Read, Florida!* Office to ensure the materials, or interventions, meet the requirements of Section 1001.215(8), F.S.:

NA

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

\$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 Instruction Allocation, please list the funding source.

General Fund

Summer Reading Camps

Please complete the following questions regarding SRC:

- 1. **SRC Supervisor Name:** Peggy Hasty
- 2. **Email Address:**peggy.hasty@hamiltonfl.com
- 3. **Phone Number:**386-792-8002
- 4. **Please list the schools which will host a SRC:**

Hamilton County Elementary School

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

- a. **Start Date:** June 17, 2019
- b. **Which days of the week is SRC offered:** Monday, Tuesday, Wednesday and Thursday
- c. **Number of instructional hours per day in reading:**4
- d. **End Date:** July 25, 2019
- e. **Total number of instructional hours of reading:**80

6. Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?

Yes

7. What is the anticipated teacher/student ratio?

15 to 1

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

Yes, potentially targeted students in grades 4 through 6 will be provided intervention through the School of Hope grant.

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

Sat-10; Pre- and post-tests using a standards based assessment.

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. Given district comprehensive reading plans must be submitted and approved before the list of 300 lowest-performing elementary schools is released, districts with one or more schools on the list will be notified to submit an addendum with a required due date once the list is available. Each district will be given an opportunity to revise portions of their plan if the additional hour impacts the funding of other aspects.

Budget Review

Estimated proportional share distributed to district charter schools	0.00
District expenditures on reading coaches	\$68000
District expenditures on intervention teachers	\$100,000
District expenditures on supplemental materials or interventions	0
District expenditures on professional development	5000.00
District expenditures on summer reading camps	10000.00
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	0.00
Flexible Categorical Spending	0.00
Sum of Expenditures	183,000
Amount of district research-based reading instruction allocation for 2019-2020	\$175,649.00

APPENDIX A

2019-2020 Reading Plan Meeting Agenda

March 28, 2019 at 9:00 a.m.

Hamilton County School Board Meeting Room

1. Review District K-12 Reading Plan format for 2019-2020
2. Review stat us of 2018-2019 Reading Plan
 - a. Missing link – MIS reporting for interventions
 - b. Personnel to add/remove from this committee
3. Review District FSA Reading Data for all students, 2015-2016 through 2018-2019, comparing State to District
 - a. Performance Goals
 - b. Learning Gains
4. Review Achievement Gap Data for 2015-2016 through 2018-2019 for these subgroups
 - a. White/African American
 - b. White/Hispanic
 - c. Economically Disadvantaged/Non-Economically Disadvantaged
 - d. Students with/without Disabilities
 - e. ELL/non-ELL
5. Sections of the plan – distribution of sections to specific teams or personnel
6. Research-based reading instruction allocation
7. Research-Based reading professional development
8. Decision Trees
 - a. DT1 – Elementary (K-5)
 - b. DT2 – Middle (6-8)
 - c. DT3 – High (9-12)
 - d. MIS coding for accurate reporting on students identified by these DT's who are receiving service.
9. Summer Reading Camp
10. Develop structure for ensuring alignment of the Hamilton K-12 Reading Plan with ESE Plan and ESE Plans
11. Schedule next reporting meeting date
 - a. Draft deadline to FLDOE is April 30.
 - b. Proposed date Tuesday, April 9.

Sign In Sheet

2019-2020 Hamilton District Reading Plan Meeting

March 28, 2019 – Please initial beside your name

1. Rex Mitchell, Superintendent
2. Mike Vinson, Finance
3. Betty Linton, ESE/MTSS
4. Donnie Harrison, HS Principal
5. Marjorie Cooks, HS Assistant Principal
6. Peggy Hasty, Elem. Principal
7. Kathy Griffin, Elem. Assistant Principal
8. Carol Milton, Professional Development
9. Ryan Mitchell – HS Teacher Support Colleague
10. Trixie Bennet – Elem TSC
11. Penny Mickler – Intensive Reading Elem
12. Susan Summers – District Reading Plan Contact & HS Reading Coach
13. Beth Bullard – Elem ELA Support
14. Phyllis Porter – Federal Projects
15. Amanda Bennett – Elem ESE

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

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

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

The charts must contain the following information:

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

2019-2020 Hamilton County Identification/Intervention Decision Trees Using Reading Assessment Data

Chart DT-1 – Elementary (K-5)				
Grade Level/Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>Kindergarten Administer STAR Enterprise Early Literacy Assessments, Florida Kindergarten Readiness Screener and i-Ready Assessments</p> <p>1st -3rd grades Administer STAR Enterprise Reading Assessments & i-Ready Assessments</p>	Quarterly	<p><u>Kindergarten</u> Student scores a PR ≥ 40 on FLKRS; OR a SS of 480-800 on i-Ready diagnostic.</p>	<p>Accelerated instruction with</p> <ul style="list-style-type: none"> - Note passage level used for reading comprehension as well as the fluency and accuracy rate of the passage. - Enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, oral language, phonics and fluency at the word and/or connected text level. 	<ul style="list-style-type: none"> -Journey’s Reading Series - Classroom Libraries - Accelerated Reader Program - Leveled Readers -i-Ready -Reading A-Z Leveled Readers/RAZ kids - Moby Max - Serve as peer tutors - The daily schedule includes an acceleration/remediation block for all students in grades K-5. The planning and composition of each class is determined every ten days based on performance in the classroom, teacher observation, and formative assessments..
		<p><u>1st -3rd grades</u> Student has an i-Ready diagnostic a 1st grade Student has a SS ≥ 537; a 2nd grade student has a SS ≥ 561, or 3rd grade is ≥ 603.</p>	<p>Accelerated Instruction and Tier 1 instruction.</p> <p>Use Comprehension, Vocabulary and Diagnostic scores (Spelling in Grade 2) to determine the level of daily differentiation required for students</p>	<ul style="list-style-type: none"> -Supplemental Intervention Reading Program(s) -Paired Reading -Small group instruction -Moby Max
		<p><u>Kindergarten</u> Student has a PR of 26-39 on FLKRS; OR a SS of 362-479 on i-Ready diagnostic</p>	<p><u>1st -3rd grades</u></p>	

Blue = Acceleration. Green = Tier 1. Yellow = Tier 2. Pink = Tier 3.

	<p>1st grade student has an i-Ready SS score of 434-536; a 2nd grade student has a SS of 489-560; and a 3rd grade student has an SS of 511-602</p>	<ul style="list-style-type: none"> • Determine Phonemic Awareness/Phonics Level • Determine breakdown of explicit and implicit comprehension questions. 	
	<p><u>Kindergarten</u> Student has a PR of 11-25 on FLKRS; OR a SS of 276-361 on i-Ready.</p> <p><u>1st -3rd grades</u> A 1st grade student has an i-Ready SS of 347-433; a 2nd grade student has a SS of 419-488; and a 3rd grade student has an SS of 474-510</p>	<p>Continue Tier 1 and add Tier 2 intervention. Using the STAR Early Literacy/STAR Reading Diagnostic Report, analyze mastery scores on all Sub-Domains to determine deficit areas. Using the STAR Early Literacy Instructional Planning Student Report, determine specific skill areas that should be targeted through differentiated instruction.</p> <ul style="list-style-type: none"> • Determine Phonemic Awareness/Phonics Level • Determine breakdown of explicit and implicit comprehension questions. 	<p>-Students receive intervention in addition to or an extension of the 90-minute reading block. --Small group differentiated instruction -FCRR/reading activity centers -SRA Reading Mastery Plus -*Leveled Literacy Intervention – multisensory intervention -Mind Play - Use the profile of scores to determine areas of strengths and weaknesses and target intervention with phonological awareness, letter-sound correspondence, vocabulary, and oral language - Collect MTSS data</p>
	<p><u>Kindergarten</u> Student has a FLKRS of PR 0-10 on STAR Early Literacy Assessment; OR student has a SS of 100-275 on i-Ready diagnostic. These students are identified as having a substantial reading deficiency.</p> <p><u>1st -3rd grades</u></p>	<p>Continue Tier 1 and 2 instructions and add Tier 3 intervention. Using the STAR Early Literacy/STAR Reading Diagnostic Report, analyze mastery scores on all Sub-Domains to determine deficit areas. Using the STAR Early Literacy Instructional Planning Student Report, determine specific skill areas that should be targeted through differentiated instruction and intensive intervention in</p>	<p>-Journey’s Reading Series -Leveled Readers -i-Ready -Repeated Reading -Listening Libraries -SRA Language for Learners -Reading Pals -Analyze MTSS data from Tier 2 instruction to adjust/further target interventions -Additional time -Smaller group size (1-3)</p>

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		On i-Ready diagnostic, a 1 st grade student has a SS of 100-346; a 2 nd grade student has a SS of 100-418; and a 3 rd grade student has an SS of ≤474. These students are identified as having a substantial reading deficiency.	reading instruction. Determine Phonemic Awareness/Phonics Level <ul style="list-style-type: none"> • Determine breakdown of explicit and implicit comprehension questions Provide more intensity Problem-solve as needed	-More targeted instruction -More frequent progress monitoring -Determine frequency by MTSS -Graph data -*Multisensory interventions developed by teacher, based on PD, in conjunction with the intervention materials listed above
4th-5th Grade: 2018-2019 FSA ELA; Administer STAR Enterprise Reading Assessments, i-Ready, and Performance Matters Benchmark Exams	Quarterly	Student scored a Level ≥3 on the FSA-ELA, OR an i-Ready diagnostic score of ≥557 for 4 th grade, or ≥571 for 5 th grade..	Tier 1 instruction. Use FSA-ELA, i-Ready and Performance Matters scores to determine level of differentiating required in specific areas.	-Houghton Mifflin Harcourt Journeys -Read Works -Literacy Circles - Leveled Readers -Small group instruction -Guided Reading lessons -Moby Max -Reading A-Z leveled readers - The daily schedule includes an acceleration/remediation block for all students in grades K-5. The planning and composition of each class is determined every ten days based on performance in the classroom, teacher observation, and formative assessments.
		Student scores a Level 2 on FSA ELA; OR 4 th grade student has a SS 496-556 on i-Ready diagnostic, or a 5 th grade student has a SS of 542-580.	Continue Tier 1 and add Tier 2 intervention. Analyze the student’s ELA FSA Report and the STAR Reading Diagnostic Student Report that provides Estimated ORF, ATOS level, Instructional Reading Level and LAFS domain scores to determine areas of	-Leveled Literacy Interventions -Reciprocal teaching -Close reading -FCRR Literacy Centers -i-Ready Intervention Lessons with multisensory features -More frequent small group instruction - Collect MTSS data

Blue = Acceleration. Green = Tier 1. Yellow = Tier 2. Pink = Tier 3.

			weakness and plan targeted instruction in reading.	
		Student scores a Level 1 on FSA ELA; OR has a Performance Matters Benchmark Exam Score two grade levels behind; OR a 4th grade student has a SS of ≤496 on the i-Ready diagnostic, or a 5th grade student has a SS ≤542. These students are identified as having a substantial reading deficiency.	Continue Tier2, and add Tier 3 interventions: For students not responding to intervention, MTSS teams will analyze data and create more targeted plans. Science and social studies instruction may be altered temporarily, in order to provide targeted reading instruction. The MTSS team will also analyze these students' data more frequently.	<ul style="list-style-type: none"> -SRA Corrective Reading -SRA Reading Labs -Classroom Libraries -SRA Resource Kits - Mindplay -AR 360 -Storyworks, Jr. -Smaller group size (1-3) -Analyze MTSS data from Tier 2 instruction to adjust/further target interventions. -*Multisensory interventions developed by teacher, based on PD, in conjunction with the intervention materials listed above

Chart DT-2 – Middle Grades (6-8)

Grade Level/Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
6th – 8th Grade: 2018-2019 FSA ELA SS; i-Ready diagnostic exams; Performance Matters benchmark exams; Reading Plus progress monitoring exams; WriteScore	Quarterly	Student Scores Level 4 or 5 on 2018-2019 FSA ELA; OR student scores equivalent level on Performance Matters progress monitoring exam; OR student scores above grade level on i-Ready or Reading Plus diagnostic	Enhanced instruction with higher level comprehension, vocabulary, written and oral language, and fluency at the word and/or connected text level. Student recommended for placement in Honors ELA class.	<ul style="list-style-type: none"> -Houghton Mifflin Harcourt <u>Florida Collections</u> grade level series; - i-Ready -Reading Plus; -TeenGagement; -TurnItIn (grade 8); -Read Works -Classroom libraries -Serve as peer tutor The daily schedule includes Critical Thinkiing, an

Blue = Acceleration. Green = Tier 1. Yellow = Tier 2. Pink = Tier 3.

			acceleration/remediation class for all students in grades 6-8. The planning and composition of each class is determined every ten days based on performance in the classrooms, teacher observation, and formative assessments..
		Student Scores Level 3 on 2018-2019 FSA ELA; OR student scores on grade level in i-Ready, Performance Matters, or Reading Plus diagnostics	<p>Accelerated curriculum plus Tier 1: that follows a developmental reading continuum including instruction. Student scoring high Level 3 will be reviewed for Honors ELA depending on classroom achievement in addition to FSA score.</p> <ul style="list-style-type: none"> -i-Ready Teacher Tool Box - Peer tutoring - Small group work - Close reading lessons
		Student Scores Level 2 on 2018-2019 FSA ELA; OR student scores equivalent of one grade level behind on Performance Matters, i-Ready, or Reading Plus diagnostic exams	<p>Continue Tier 1 and add Tier 2 intervention. Use diagnostic scores to determine the level of targeted intervention required. Analyze mastery scores on all Sub-Domains to determine deficit areas. Determine specific skill areas that should be targeted. Determine breakdown of explicit and implicit</p> <ul style="list-style-type: none"> - Reading Plus intervention lessons with Integration of Multisensory Instruction and Activities; -Small group instruction; -I-Ready Teacher Toolbox -Collect MTSS data - Early Warning Signs indicator -Graph student data

Blue = Acceleration. Green = Tier 1. Yellow = Tier 2. Pink = Tier 3.

			comprehension questions.	
		Student Scores Level 1 on 2018-2019 FSA ELA; OR student scores equivalent of two or more grade levels behind on Performance Matters, i-Ready, or Reading Plus diagnostic exams	Continue Tier 1 and 2 instruction plus Tier 3 intensive interventions. Analyze data to determine deficit areas that should be targeted in reading instruction. • Determine breakdown of explicit and implicit comprehension questions	-MindPlay -*Multisensory interventions developed by teacher, based on PD, in conjunction with the intervention materials listed above -Alternative materials, -Smaller groups (1-3), -One-on-one instruction; -Adjusted assignments; -Analyze MTSS data from Tier 2 instruction to adjust/further target interventions.

Chart DT-3 – High School (9-12)

Grade Level/Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
9th – 10th Grade: 2018-2019 FSA ELA SS; Performance Matters benchmark exams; WriteScore	Quarterly	Student Scores Level 4 or 5 on 2018-2019 FSA ELA; OR student scores equivalent level on Performance Matters progress monitoring exams	Accelerated instruction that follows a college and career reading curriculum, including instruction with higher level comprehension, vocabulary, written and oral language, and fluency at the connected text level. Student recommended for placement in Honors,	-Dual Enrollment program; -Pre-AP Program; -Advanced Placement program; -TurnItIn; -School and classroom libraries;

Blue = Acceleration. Green = Tier 1. Yellow = Tier 2. Pink = Tier 3.

			pre-AP or AP ELA course of study.	
		Student Scores Level 3 on FSA ELA; OR student scores on grade level in Performance Matters progress monitoring exams	<p>Tier 1 Instruction Use Comprehension, Vocabulary and Diagnostic scores to determine the level of daily differentiated intervention required for students. Student scoring high Level 3 will be reviewed for Honors ELA depending on classroom achievement in addition to FSA score.</p>	<p>-Houghton Mifflin Harcourt Florida Collections grade level series; -TeenGagement (grade 9); -Close reading lessons. -The daily schedule includes Critical Thinking, an acceleration/remediation class for all students in grade 9. The planning and composition of each class is determined every ten days based on performance in the classrooms, teacher observation, and formative assessments.</p>
		Student Scores Level 2 on FSA ELA; OR student scores equivalent of one grade level behind on Performance Matters progress monitoring exams	<p>Continue Tier 1 and add Tier 2 intervention. Using the i-Ready, Reading Plus, or Performance Matters Diagnostic Report, analyze mastery scores on all Sub-Domains to determine deficit areas. Determine specific skill areas that should be targeted through targeted intensive.</p>	<p>-Peer tutoring; -Small group instruction -Collect MTSS data -Review Early Warning Signs indicators</p>
		Student Scores Level 1 on FSA ELA; OR student scores equivalent of two or more grade levels behind on	<p>Continue Tier 1 and 2 and add Tier 3 intensive intervention. Determine breakdown of explicit and implicit</p>	<p>-MindPlay --*Multisensory interventions developed by teacher, based on PD, in conjunction with the intervention materials listed above</p>

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		Performance Matters progress monitoring exams	comprehension questions. Provide more intensity. Students not responding and not making progress will be further diagnosed and instruction will be modified to be more explicit and in smaller groups.	<ul style="list-style-type: none"> -Smaller group size (1-3), -Alternative materials -Adjusted assignments -Analyze MTSS data from Tier 2 to adjust/further target interventions. -One-on-one instruction -Additional time - More targeted instruction -More frequent progress monitoring
11th – 12th Grade: 2018-2019 FSA ELA SS; ACT exam	Quarterly	Student Scores Level 4 or 5 on 2018-2019 FSA ELA; OR student scores equivalent level on Performance Matters progress monitoring exams	Accelerated instruction with enhanced instruction that follows a college and career reading curriculum, including instruction with higher level comprehension, vocabulary, written and oral language, and fluency at the connected text level. Student recommended for placement in AP ELA course of study or Dual Enrollment.	<ul style="list-style-type: none"> -Advanced Placement program; -Dual Enrollment program; -TurnItIn (grade 11); -School and classroom libraries;
		Student earned a Level 3 on the FSA ELA, or a concordant score on the ACT	Tier 1 instruction: Student enrolls in the standard ELA curriculum for ELA 3 or ELA 4	<ul style="list-style-type: none"> -Houghton Mifflin Harcourt <u>Florida Collections</u> grade level series; -Close reading lessons; -TeenGagement -Serve as peer tutors
		Students who must retake the FSA-ELA or	Tier 2: Student enrolls in ELA3 or ELA4 for Tier 2 intervention.	<ul style="list-style-type: none"> -Peer tutoring -Small group instruction -Chalk Talk Academy

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		earn a concordant score on the ACT		<ul style="list-style-type: none"> -Achieve Academy -Collect MTSS data -Review Early Warning Signs indicators;
		Student attempted but did not earn a passing score on the FSA ELA or a concordant score on the ACT	<p>Continue Tiers 1 and 2 instruction. In addition, add Tier 3 strategies/instruction; student enrolls in Reading for College Success in Fall semester. If student still has not earned a concordant score, student enrolls in Writing for College Success in Spring semester.</p>	<ul style="list-style-type: none"> -Alternative materials; -Adjusted assignments; -MTSS support; --*Multisensory interventions developed by teacher, based on PD, in conjunction with the intervention materials listed above -Smaller group size (1-3); -One-on-one instruction; -Additional time to complete tasks; -More frequent progress monitoring -Analyze MTSS data from Tier 2 to adjust/further target interventions.

Blue = Acceleration. Green = Tier 1. Yellow = Tier 2. Pink = Tier 3.