

Hardee 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: Kristen Rivas
Contact Email: krivas@hardee.k12.fl.us
Contact Telephone: (863) 773-9058 ext. 1225

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	44	41	46	47	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	46	49	43	51	54	52	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	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	24	22	23	20	22	18	16
White/Hispanic	17	16	18	14	17	12	11
Economically Disadvantaged/Non-Economically Disadvantaged	16	15	17	14	19	13	11
Students with Disabilities/Students without Disabilities	34	32	28	29	32	26	23
English Language Learners/ Non-English Language Learners	11	10	22	9	27	8	7

* 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.

Expenditures from this allocation will impact student achievement by providing reading coaches at each school site, specific professional development to ensure teachers have all the skills necessary to move students academically, and programs to support K-12 reading instruction.

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 Elementary Associate Director of Curriculum and the Secondary Associate Director of Curriculum will collect and review data to monitor student progress toward the district goals. The Superintendent and the Deputy Superintendent will also meet with the Principals to review their data and discuss the monitoring process that is in place at each school.

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 i-Ready diagnostic assessment will be administered three times each school year for students in Kindergarten through eighth grade. USA Test Prep and quarterly exams will be used to progress monitor students in grades 9-12.

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

Progress monitoring will be collected and reviewed three times per school year.

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

The Deputy Superintendent is responsible for ensuring the fidelity of students not progressing toward district goals.

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 Associate Director of Elementary Curriculum and the Associate Director of Secondary Curriculum are responsible for ensuring 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?

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. Additionally, the use of CPALMS will be utilized to ensure that classroom instruction is aligned to grade-level Florida Standards, and that rigor is found within every lesson delivered.

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

Lesson plans will be collected weekly by the principal, and walk-throughs will be conducted bi-weekly by the principal. The Superintendent will monitor the walk-through data monthly.

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 Associate Director of Elementary Curriculum and the Associate Director of Secondary Curriculum will be responsible for ensuring that 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?

The district has purchased and provided to the school electronic and print resources that are supplemental materials, both within their core curriculum and also from outside sources. Students are able to access the online materials using Chromebooks in their classrooms.

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 Superintendent, the Deputy Superintendent, the Associate Director of Elementary Curriculum, the Associate Director of Secondary Curriculum, the Director of ESE, and the Director of Student Academic Services will ensure that all classroom instruction is accessible to the full range of learners using the 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)?

Lesson plans will be collected, and classroom walk-throughs will be conducted to provide documentation of evidence. Additionally, data chats will be held with Principals, the Superintendent, the Deputy Superintendent, the Associate Director of Elementary Curriculum, the Associate Director of Secondary Curriculum, the Director of ESE, and the Director of Student Academic Services to discuss classroom instruction to ensure that it is accessible to all students in both planning and delivery. The principles of Universal Design for Learning will be applied to the classroom instruction observed or discussed to determine that all students have the ability to access grade level curriculum. The district will collect i-Ready data from interim assessments to gauge the progress students have made toward mastery of the standards. The data collected provides information about the instruction as it relates to the depth of the standard, the tasks that are provided to students, and student mastery of the presented skills during the class period observed.

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

Lesson plans will be collected weekly, classroom walk-throughs will be conducted bi-weekly, and data chats with school principals will be held three times each school year. Additional data chats will take place within focus and priority schools, as needed.

- 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 Personnel and Professional Development is the person responsible for organizing the district master inservice plan. He documents all professional development held throughout the district onto one consolidated calendar, and this calendar is made available to all district reading coaches, classroom teachers, school administrators, and district administrators.

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

\$45,000.00

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

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

The Director of Personnel and Professional Development is the person responsible for ensuring the training is entered into the master inservice plan 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 Florida Diagnostic and Learning Resources System (FDLRS/NEFEC) will provide the training at no charge to the district.

Reading/Literacy Coaches

The *Just Read, Florida!* Office strongly encourages district leadership to allocate reading/literacy coaches for schools determined to have the greatest need based on student performance data, especially achievement gaps. Please answer the following questions regarding reading/literacy coaches:

- 1. What are the qualifications for reading/literacy coaches in your district? If there is a posted job description you may submit the link.**

The qualifications for reading/literacy coaches are as follows: Must possess a valid Professional Florida Certificate with a Master's Degree preferred. Must have the ability to communicate effectively, verbally and in writing. Must have the ability to plan and present to the public, as well as facilitate meetings. Should possess a strong knowledge of staff development, in-service training, Florida State Standards, Next Generation Sunshine State Standards, student assessment, data analysis, Florida's accountability system, NCLB, AYP, and the Florida Reading Initiative. The literacy coach will serve as a professional development liaison within the school and support, coach, model, and continuously improve instructional programs in reading to ensure reading improvement for all students. Reading certification preferred or must work toward Florida reading certification/endorsement. Proficiency in instructional technology required. Completion of online FOR-PD course preferred.

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

All school sites are provided a Literacy Coach to assist teachers with ongoing professional development in areas of need, modeling of effective instructional delivery, facilitating the lesson planning process, and building teacher capacity by implementing coaching cycles.

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.

Student achievement data has indicated a need for a Literacy Coach at every school site. Therefore, the district provides a Literacy Coach position at each school site to assist with improving student performance in reading.

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

- a. Elementary:5
- b. Middle:1
- c. High:1

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

An online Literacy Coach Impact survey is sent to each school site during the last quarter of the school year. This survey requires each school staff member to rate the performance and impact of their school's Literacy Coach on reading instruction. This survey is provided to all school staff at each school site.

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

\$385,900.00

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?

All schools are provided a reading intervention teacher that provides intensive interventions that are funded through the Supplemental Academic Instruction (SAI) funds. However, each school site is provided a Literacy Coach, who is funded through the Research-Based Reading Instruction Allocation. The purpose of each Literacy Coach is to provide instructional support to reading intervention teachers to promote growth from students identified as needing intensive reading instruction.

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.

Student achievement data has indicated a need for a reading intervention teacher at every school site. Therefore, the district provides a reading intervention teacher at each school site to assist with improving student performance in reading.

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

- a. Elementary:5
- b. Middle:1
- c. High:1

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

\$312,367

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.:

The following materials will be used for supplemental reading instruction: Becoming a Better Reader: Comprehending Strategies for the New Standards, Level C, Rally Education; Decodable Stories and Comprehension Skills, SRA Kaleidoscope; Florida Performance Coac & Florida Coach Practice Tests, FSA Edition, Triumph Learning. Additionally, Tumblebooks e-book readers are provided to students needing multisensory interventions at all school sites.

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

\$11,000.00

- 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.**

Additional funding sources to be determined by individual school sites.

Summer Reading Camps

Please complete the following questions regarding SRC.

- 1. SRC Supervisor Name:**Kristen Rivas
- 2. Email Address:**krivas@hardee.k12.fl.us
- 3. Phone Number:**(863) 773-9058 ext. 1225

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

Bowling Green Elementary, Hilltop Elementary, North Wauchula Elementary, Wauchula Elementary, and Zolfo Springs Elementary

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

- a. Start Date:** May 29, 2018
- b. Which days of the week is SRC offered:** Monday, Tuesday, Wednesday, Thursday
- c. Number of instructional hours per day in reading:** 5 hours
- d. End Date:** June 28, 2018
- e. Total number of instructional hours of reading:** 95 hours

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

Yes

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

1:12

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

No students, other than 3rd grade students, will be served. At this time, we are only focusing on Level 1 students. In addition, the district does offer a summer camp for migrant students paid for with migrant funds.

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

Summer Reading Camp teachers will utilize unit assessments from the reading series, along with i-Ready progress monitoring assessments to track student progress. Teachers will also document third grade ELA standards by maintaining student portfolios. The Principal at each host site will conduct daily walk-through observations to ensure fidelity and rigor of instruction, student engagement, and the implementation of materials and programs.

300 Lowest-Performing Elementary Schools

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

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools	n/a
District expenditures on reading coaches	\$312,367.00
District expenditures on intervention teachers	\$0
District expenditures on supplemental materials or interventions	\$11,000.00
District expenditures on professional development	\$45,000.00
District expenditures on summer reading camps	\$9,600.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	n/a
Flexible Categorical Spending	n/a
Sum of Expenditures	\$377,967.00
Amount of district research-based reading instruction allocation for 2018-2019	\$326,293.00

APPENDIX A

K-12 Comprehensive Research Based Reading Plan

Hardee County School District

Follow Up Meeting Agenda

September 7, 2018

- K-12 Reading Plan Review
 - Alignment to District's Special Programs and Procedures requirements
 - Alignment to District's ELL Plan

In Attendance:

Kristen Rivas

Kristen Rivas, Associate Director of Elementary Curriculum

Melanie Henderson

Melanie Henderson, Associate Director of Secondary Curriculum

Kerry Terrell

Kerry Terrell, Director of ESE

Teresa Hall

Teresa Hall, Director of Student Academic Services/Federal Programs

Bob Shayman

Bob Shayman, Superintendent

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

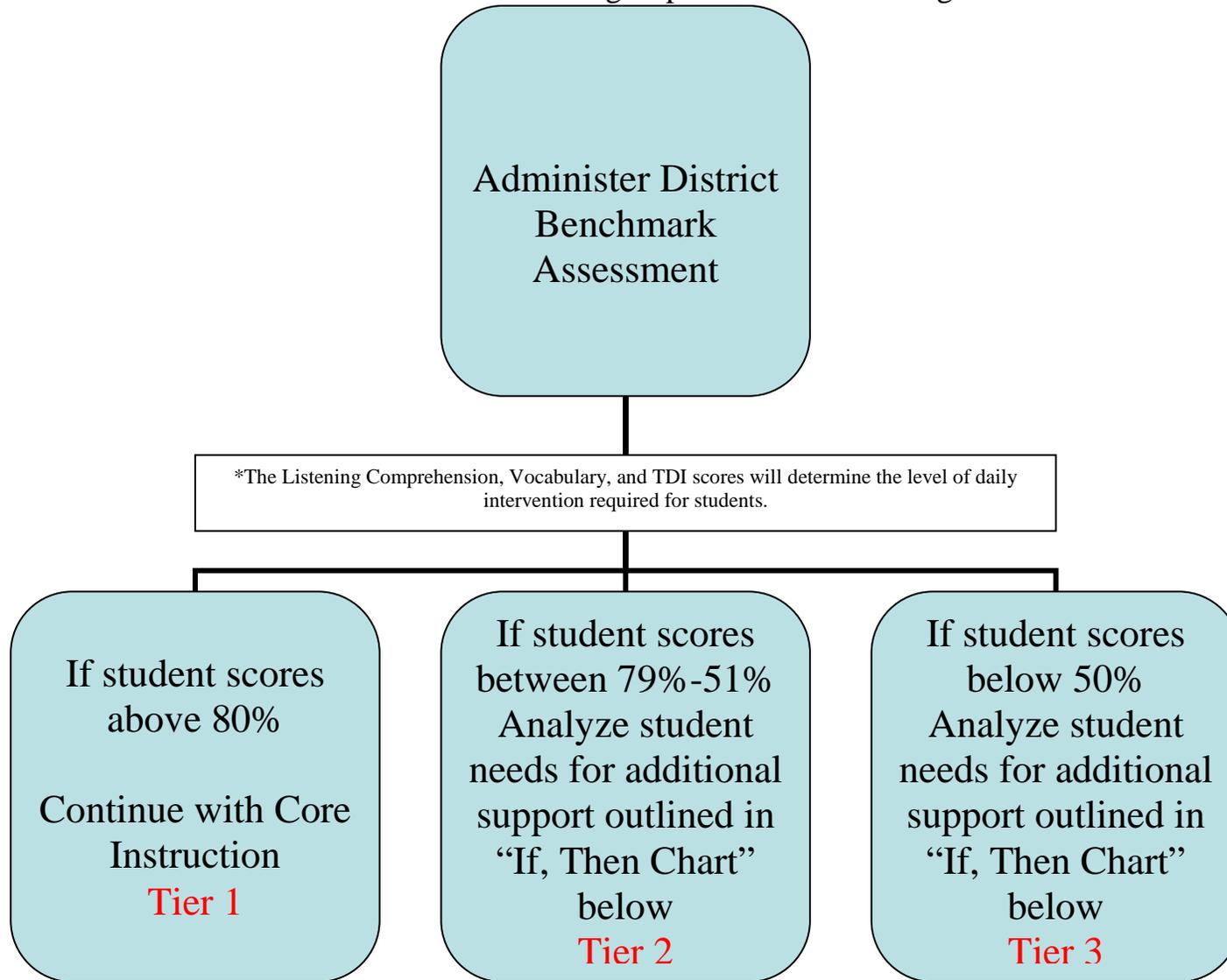
In this section districts will describe how they identify students with substantial reading deficiencies and provide them with required interventions. Districts will create three Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring, 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;

Hardee Curriculum Decision Tree for Reading Improvement in Kindergarten – Second Grade



Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
Kindergarten-2nd Grade Administer i-Ready STAR Reading STAR Early Literacy	Assessment 1: August/September 2018	Student's score is in Level 5 (on level according to i-Ready), no interventions needed. Enrichment provided.	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.	Pearson Reading Street Common Core Edition My Sidewalks Scott Foresman Ready Florida LAFS STAR Reading STAR Early Literacy (K) Saxon Phonics Accelerated Reader iReady computer program and print materials
	Assessment 2: January/Feb. 2019	Students are in Level 3 or 4 Level 3- on level , limited voc and low comprehension. Level 4- on level w/large voc and low comprehension	Provide comprehension instruction focusing on strategic listening/reading that includes explicit instruction in comprehension using before, during, and after reading strategies.	Pearson Reading Street My Sidewalks Scott Foresman Ready Florida LAFS STAR Reading STAR Early Literacy (K) Words Their Way, Saxon Phonics iReady computer program and print materials Small group differentiated instruction that focuses on before, during, and after reading strategies.
	Assessment 3: April/May 2019	Student's score is in Level 2 (Level 2 – on grade level according to i-Ready) with limited voc and low comprehension	Administer Vocabulary task and Targeted Diagnostic Inventory (TDI). The Listening Comprehension, Vocabulary, and TDI scores will determine the level of daily intervention required for students.	Pearson Reading Street My Sidewalks Scott Foresman Ready Florida LAFS STAR Reading STAR Early Literacy (K) Saxon Phonics iReady computer program and print materials Daily small group differentiated intervention targeted to meet student's instructional needs.

				Intervention will be scheduled to provide instruction beyond the 90-minute reading block.
		<p>Student's score is in Level 1 (Below grade level in iReady)</p> <p>(Level 1- Below grade level in phonics, limited vocabulary, and low no comprehension)</p> <p>*Students identified as having a substantial reading deficiency</p>	<p>Administer Vocabulary task and Targeted Diagnostic Inventory (TDI). The Listening Comprehension, Vocabulary, and TDI scores will determine the level of daily intervention required for students. Provide more intensity through additional time, smaller group size, and more targeted instruction.</p>	<p>Pearson Reading Street My Sidewalks Scott Foresman Ready Florida LAFS Fountas & Pinnell Leveled Literacy Intervention with Reading Resource Teacher STAR Reading STAR Early Literacy (K) Saxon Phonics iReady computer program and print materials</p> <p>Daily small group differentiated intervention targeted to meet student's instructional needs. Intervention will be scheduled to provide instruction beyond the 90-minute reading block.</p>

Differentiated, explicit, systematic instruction is provided in small groups in the classroom during the 90-minute block. Immediate intensive intervention is provided in small groups of 5-8 in a block of time beyond the 90-minute block. Reading coaches at each school maintain a professional library of resource materials to address each component of reading. They can provide professional development in the use of the materials or can secure professional development for the teachers and support personnel.

Students will be monitored to determine if they are making progress toward proficiency in their current intervention. If a student is not responding to specific reading intervention and is identified as having a substantial reading deficiency, the teacher and reading coach will meet to analyze the student's progress data and prescribe either more intensive intervention using the same program or change to a program which will better meet the needs of the student. The guidance counselor and principal will also be involved in decisions concerning the academic progress of students. Exceptional Student teachers and support personnel will be involved in decision made affecting students with active IEP's. **Parents will be kept informed of all interventions and results of interventions.**

Kindergarten – Administer STAR Early Literacy Assessment for reading (FLKRS)

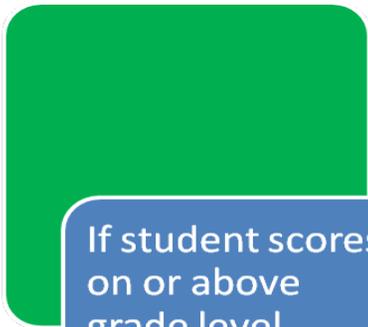
STAR Early Literacy Assessment (FLKRS)		Dates: AP1 – First 30 days AP2 – December AP3 - May
If:	Then:	Programs/Materials/Strategies
Scaled score is 497-529 (Percentile Rank is >41%) Meets or exceeds grade level benchmark	Continue with initial instruction that follows a developmental reading continuum 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
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

Administer iReady Diagnostic & FSA

Tier 1

Tier 2

Tier 3



If student scores on or above grade level

- Continue with core instruction

If student scores a Level 3, 4, or 5 on the Florida Standards Assessment (FSA).

- Continue with core instruction



If student scores <1 level below

- Analyze students needs for additional support outlined in "If, Then Chart"

If student scores a Level 2 on the Florida Standards Assessment (FSA).

- Analyze students needs for additional support outlined in "If, Then Chart"



If student scores >1 level below

- Analyze students needs for additional support outlined in "If, Then Chart"

If student scores a Level 1 on the Florida Standards Assessment (FSA).

- Analyze students needs for additional support outlined in "If, Then Chart"

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>Grade 3, 4, & 5 Administer the i-Ready Diagnostic to all students</p> <p>STAR</p> <p>FAIR (optional)</p> <p>Florida Standards Assessment (FSA)</p>	<p>Assessment Period 1: August/September 2018</p> <p>Assessment Period 2: January 2019</p> <p>Assessment Period 3: April/May 2019</p> <p>1. Assessment Period March-May 2019</p>	<p>Students' score on or above grade level</p>	<p>(iReady & FSA results) On or Above Grade Level (Tier 1)</p> <ul style="list-style-type: none"> • No interventions needed. Enrichment provided. • Continue with core instruction using complex text • 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>iReady & FSA on or above level</p> <p>Reading Street Common Core Edition iReady Reading Computer Program and print materials Ready! Reading from Curriculum Associates Novel sets for Literature Circles FAIR toolkit Accelerated Reader</p>
		<p>Students' score below grade level</p>	<p>(iReady & FSA results) <1 Grade Level Below (Tier 2)</p> <ul style="list-style-type: none"> • Consider students' strengths and weaknesses in each of the reported domains and differentiate instruction to meet the students' needs <ul style="list-style-type: none"> ○ Phonological Awareness ○ Phonics ○ High Frequency Words ○ Vocabulary ○ Comprehension of Informational Text ○ Comprehension of Literary Text • Notify the student's parents of their below grade level performance 	<p>iReady & FSA <1 Grade Level Below (Tier 2)</p> <p>Reading Street Common Core Edition iReady Reading Computer Program and print materials Teacher Toolbox from Curriculum Associates Ready! Reading from Curriculum Associates Fountas and Pinnell Leveled Literacy Intervention with Reading Resource Teacher Novel sets for Literature Circles FAIR toolkit Accelerated Reader STAR Reading Resources</p>

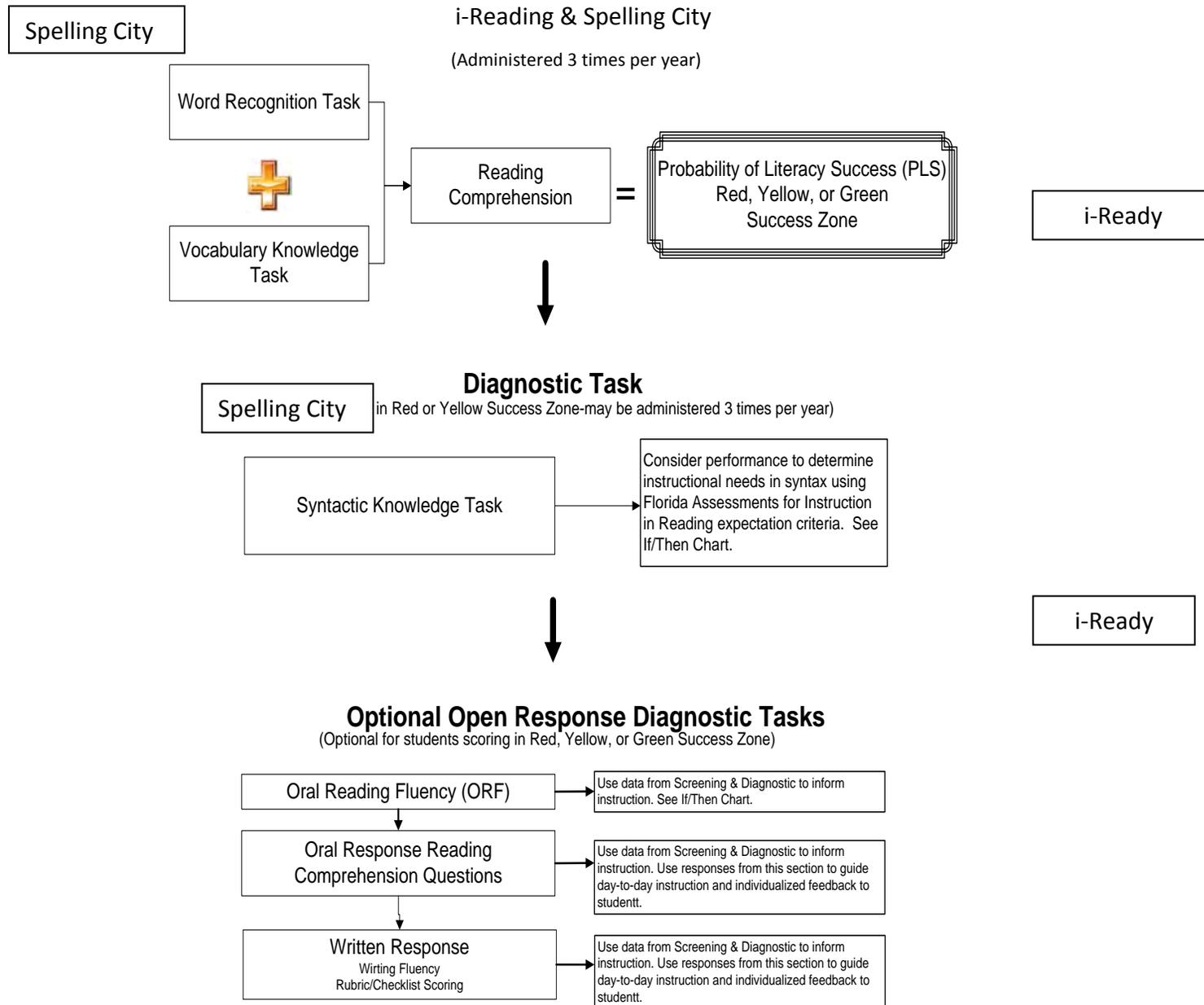
		Students' score below grade level	<p>(iReady & FSA results) >1 Grade Level Below (Tier 3) (Substantial Reading Deficiency)</p> <ul style="list-style-type: none"> • Consider students' strengths and weaknesses in each of the reported domains and differentiate instruction to meet the students' needs <ul style="list-style-type: none"> ○ Phonological Awareness ○ Phonics ○ High Frequency Words ○ Vocabulary ○ Comprehension of Informational Text ○ Comprehension of Literary Text • Notify the student's parents of their below grade level performance 	<p>iReady & FSA >1 Grade Level Below (Tier 3)</p> <p>Reading Street Common Core Edition iReady Reading Computer Program and print materials Teacher Toolbox from Curriculum Associates Ready! Reading from Curriculum Associates Fountas and Pinnell Leveled Literacy Intervention with Reading Resource Teacher Novel sets for Literature Circles FAIR toolkit Accelerated Reader STAR Reading Resources</p>
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Continued

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.

Hardee District Reading Plan - Chart G DT-2 Grades 6-8

Assessment/Curriculum Decision Tree



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

Hardee District Reading Plan, DT-2

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>Grades 6-8</p> <p>Administer iReady/USA Test Prep to students scoring below expectations on the state accountability assessment.</p>	<p>Assessment Period 1: September 2018</p> <p>Assessment Period 2: December 2018</p> <p>Assessment Period 3: February 2019</p> <p>Assessment Period 4: FSA state assessment April 2019</p>	<p>Student's Probability of Literacy Success (PLS) score is at or above 70% (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 • Students will continue in regular reading and ELA classes, where critical thinking strategies will be part of daily instruction. 	<p>Green Success Zone</p> <p>Houghton Mifflin Florida Collections Classroom Libraries/Magazines SpringBoard DBQ's i-Ready AVID WICOR Strategies Kagan Collaborative Structures Accelerated Reader eReader USA Test Prep Literacy TA Chromebook Labs</p>
		<p>Student's Probability of Literacy Success (PLS) score is 69% or less</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</p>	<p>If a student's scores indicate sufficient decoding (WRT) and oral language skills (VKT, SKT).</p>

		(Yellow or Red Success Zone)	<p>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 – (Intensive Reading Intervention to be delivered during RtI/MTSS block)</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- (Intensive Reading Intervention to be delivered during RtI/MTSS block)</p> <ul style="list-style-type: none"> Provide instruction in base/root words and prefixes/suffixes. Provide other intensive vocabulary instruction. 	<p>Differentiated Instruction Materials Research-Based Reading Strategies Houghton Mifflin Florida Collections Classroom Libraries DBQ's i-Ready Read 180 AVID WICOR Strategies Kagan Collaborative Structures Accelerated Reader Read alouds; Choral/Echo reading Paired/Shared reading eReader Scholastic Magazines: Scope; Action; Science World; Upfront</p> <p>If a student's scores indicate difficulties with word recognition (WRT, fluency) only.</p> <p>Differentiated instructional materials Independent Reading Practice Classroom Libraries AVID WICOR Strategies Differentiated Instruction Kagan Collaborative Structures Accelerated Reader Read 180 Read Alouds; Choral Reading; Paired/Shared Reading eReader Instruction in vowel and consonant sounds, affixes, and high frequency words Fluency timed readings Rosetta Stone SIM word mapping</p> <p>If a student's scores indicate difficulties with oral language (VKT, SKT) only.</p>
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			<p>SKT is below 30th percentile- (Intensive Reading Intervention to be delivered during RtI/MTSS block)</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: Any student scoring below the 30th percentile in WRT, VKT, and/or SKT will be identified as having a substantial reading deficiency</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>Differentiated instructional materials Independent Reading Practice Rosetta Stone Classroom Libraries AVID WICOR Strategies Differentiated Instruction Kagan Collaborative Structures Accelerated Reader Read Alouds Choral Reading Echo Reading Paired/Shared Reading eReader High frequency words Modeling by teachers Small group instruction Books on tape & play-always E Books Interactive E-books Light box interactive online</p> <p>If a student's scores indicate difficulties with both decoding (WRT) and oral language (VKT, SKT).</p> <p>Classroom Libraries Repeated Readings Rosetta Stone Differentiated Instruction AVID WICOR Strategies I-Ready Sentence/Paragraph Instruction Kagan Collaborative Structures Novel studies Accelerated Reader</p>
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				<p>Read Alouds;Choral & Echo Reading Paired/Shared Reading High Frequency words;decodable words Read 180 Modeling by teachers Small group instruction Books on tape & play-aways E Books Interactive E-books Light box interactive online</p> <p>*Use Ongoing Progress Monitoring (OPM) or the ELA Formative Assessment System to monitor student progress between Assessment Periods.</p> <p>Instruction in vowel & consonant sounds, affixes, & high frequency words SIM Main Idea Strategy</p>
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Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>Grades 9-12</p> <p>Administer iReady/USA Test Prep to students scoring below expectations on the state accountability assessment.</p>	<p>Assessment Period 1: September 2018</p> <p>Assessment Period 2: December 2018</p> <p>Assessment Period 3: February 2019</p> <p>Assessment Period 4: FSA state assessment April 2019</p>	<p>Student's Probability of Literacy Success (PLS) score is at or above 70% (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 	<p>Green Success Zone</p> <p>Houghton Mifflin Florida Collections Classroom Libraries/Magazines SpringBoard DBQ's i-Ready AVID WICOR Strategies Kagan Collaborative Structures Accelerated Reader eReader USA Test Prep Literacy TA Chromebook Labs</p>
		<p>Student's Probability of Literacy Success (PLS) score is 69% 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</p>	<p>If a student's scores indicate sufficient decoding (WRT) and oral language skills (VKT, SKT).</p>

			<p>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- (Intensive Reading Intervention to be delivered during RtI/MTSS block)</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 - (Intensive Reading Intervention to be delivered during RtI/MTSS block)</p> <ul style="list-style-type: none"> Provide instruction in base/root words and prefixes/suffixes. Provide other intensive vocabulary instruction. 	<p>Differentiated Instruction Materials Research-Based Reading Strategies Houghton Mifflin Florida Collections Classroom Libraries DBQ's i-Ready Read 180 AVID WICOR Strategies Kagan Collaborative Structures Accelerated Reader Read alouds; Choral/Echo reading Paired/Shared reading eReader Scholastic Magazines: Scope; Action; Science World; Upfront</p> <p>If a student's scores indicate difficulties with word recognition (WRT, fluency) only. Differentiated instructional materials Independent Reading Practice Classroom Libraries AVID WICOR Strategies Differentiated Instruction Kagan Collaborative Structures Accelerated Reader Read 180 Read Alouds; Choral Reading; Paired/Shared Reading eReader Instruction in vowel and consonant sounds, affixes, and high frequency words Fluency timed readings Rosetta Stone SIM word mapping</p> <p>If a student's scores indicate difficulties with oral language (VKT, SKT) only.</p>
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			<p>SKT is below 30th percentile- (Intensive Reading Intervention to be delivered during RtI/MTSS block)</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>Differentiated instructional materials Independent Reading Practice Rosetta Stone Classroom Libraries AVID WICOR Strategies Differentiated Instruction Kagan Collaborative Structures Accelerated Reader Read Alouds Choral Reading Echo Reading Paired/Shared Reading eReader High frequency words Modeling by teachers Small group instruction Books on tape & play-aways E Books Interactive E-books Light box interactive online</p>
			<p>**Note: Any student scoring below the 30th percentile in WRT, VKT, and/or SKT will be identified as having a substantial reading deficiency</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>If a student's scores indicate difficulties with both decoding (WRT) and oral language (VKT, SKT).</p> <p>Classroom Libraries Repeated Readings Rosetta Stone Differentiated Instruction AVID WICOR Strategies I-Ready Sentence/Paragraph Instruction Kagan Collaborative Structures Novel studies Accelerated Reader</p>

				<p>Read Alouds;Choral & Echo Reading Paired/Shared Reading High Frequency words;decodable words Read 180 Modeling by teachers Small group instruction Books on tape & play-aways E Books Interactive E-books Light box interactive online</p>
				<p>*Use Ongoing Progress Monitoring (OPM) or the ELA Formative Assessment System to monitor student progress between Assessment Periods.</p> <p>Instruction in vowel & consonant sounds, affixes, & high frequency words SIM Main Idea Strategy</p>

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.