Highlands 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: Tina Starling
Contact Email: starlingt@highlands.k12.fl.us
Contact Telephone: (863)471-5651

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	45	Click here to enter text.	47	49	46	50	52

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.	50	51	48	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	28	Click here to enter text.	28	25	26	22	19
White/Hispanic	14	Click here to enter text.	14	13	15	11	9
Economically Disadvantaged/Non-Economically Disadvantaged	29	Click here to enter text.	29	26	27	22	18
Students with Disabilities/Students without Disabilities	33	Click here to enter text.	35	30	35	26	22
English Language Learners/ Non-English Language Learners	24	Click here to enter text.	27	22	28	19	16

* 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 the allocation provide the salaries for a K-12 District Reading Specialist, and 6 half-day school-level reading coaches. The allocation of these positions directly impacts student achievement. The specialist and coaches work to build the capacity of teachers toward a deeper understanding of the LAFS and ELA shifts, work with small groups of students to provide intensive remediation in reading, facilitate professional development around the 5 components of reading, monitor student achievement data toward district/school goals, and ensure that classroom instruction is aligned to grade-level Florida Standards.

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 district K-12 Reading Specialist is responsible for collecting and reviewing data.
   Data will be reviewed with:
   - Assistant Superintendent of Elementary Programs
   - Assistant Superintendent of Secondary Programs
   - Assistant Superintendent of Student Support Services
   - Director of ESE

   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.**

   School-level progress monitoring data that will be collected at the district level to determine that students are progressing toward the district goals includes:

   Grades K-8
   -FLKRS (Star Early Literacy)
   -i-Ready Reading Diagnostic Performance by School and Grade
   -i-Ready Reading Diagnostic Student Growth by Grade and School
   -i-Ready Reading Diagnostic Performance by identified sub groups

   Grades 9-12
   -Achieve 3000 performance report (intensive reading students)
   -CommonLit Interim Assessment performance report
   -CommonLit Interim Assessment standards report

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

   Student progress monitoring data will be collected and reviewed three times per year, following assessment periods (September, January, May).

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

   The district K-12 Reading Specialist is responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions.

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 K-12 Reading Specialist, along with the Assistant Superintendent of Elementary and the Assistant Superintendent of Secondary, 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?**

      Data will be collected using the K-2 and 3-12 ELA Instructional Practice Guide: Coaching tool from Student Achievement Partners. This tool collects the evidence around the following three core actions:
      -Core Action 1: Focus each lesson on a high-quality text (or multiple texts).
      -Core Action 2: Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.
      -Core Action 3: Provide all students with opportunities to engage in the work of the lesson.

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

      District level data will be collected:
      - monthly through classroom walk-throughs with the Assistant Superintendent of Elementary and school administrators
      - monthly through classroom walk-throughs with the Assistant Superintendent of Secondary and school administrators
      - monthly through classroom walk-throughs with the district K-12 Reading Specialist and school level reading coaches
      - weekly through classroom walk-throughs with the individual school administrators and reading coach

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.?**

   Dr. Elizabeth Lindsay, Assistant Superintendent of Elementary Programs

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

   0

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.

   RDG-1096-1 Core Reading Instruction Academy, RDG-1097-1 Core Reading Instruction Practicum

Reading/Literacy Coaches

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

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

   Reading/literacy coach qualifications:
   • hold a minimum of a bachelor's degree, although advanced course work in reading is highly recommended;
   • be endorsed or K-12 certified in the area of reading, or working toward that status by completing a minimum of two reading endorsement competencies of sixty (60) in-service hours each or six (6) semester hours of college coursework in reading per year;
   • demonstrate a minimum of three years of successful classroom teaching experience;
   • demonstrate knowledge of reading research, reading instruction, and the ability to infuse reading strategies into content area instruction;
   • demonstrate the ability to manage and interpret data;
   • have successful experience in leadership skills and working with adult learners; and
   • demonstrate strong communication, presentation, interpersonal and time management skills.

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

    Each of the following schools is allocated ½ position for a reading/literacy coach from the Research-Based Reading Instruction Allocation: Sebring High School, Lake Placid High School, Hill-Gustat Middle School, Sebring Middle School, Cracker Trail Elementary, Sun 'N Lake Elementary. All other schools have full-time literacy coaches funded from Title I.

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

    Reading coaches will be funded with ½ position at each school below from the Research-Based Reading Instruction Allocation, based on the following data:

    Sebring High School (SHS) – Learning gains in lowest quartile students in ELA fall below far below the state average at SHS, at approximately 26%. In addition, there is a 39% achievement gap between English Language Learners and Non-English Language Learners, and a 31% achievement gap between students with disabilities and students without disabilities. Subgroups are underperforming (40% or less) in the following areas: Black/African American, English Language Learners, and Students with Disabilities.

    Lake Placid High School (LPH) – 9th Grade ELA proficiency fell far below the state and district average, at 28%. In addition, the following subgroups are underperforming (40% or less) in the following areas: Black/African American, English Language Learners, Students with Disabilities. Finally, the ELA achievement gap is above 30% at LPH in the following areas: White/African American, Economically Disadvantaged/Non-Economically Disadvantaged, Students with Disabilities/Students without Disabilities, and English Language Learners/Non-English Language Learners.

    Sebring Middle School (SMS) - Learning gains for lowest quartile students at SMS fell below both the state and district averages, at 37%. In addition, there is a 39% achievement gap between students with disabilities and students without disabilities. Finally, Statewide Science Scores and Civics EOC scores are below the state average. The literacy coach at SMS works with both English Language Arts and content area teachers.

    Hill-Gustat Middle School (HGMS) - Subgroups are underperforming in the following areas at HGM: English Language Learners, Students with Disabilities. In addition, there is a 43% achievement gap between English Language Learners and Non-English Language Learners, and a 36% achievement gap between students with disabilities and students without disabilities.

    Cracker Trail Elementary (CTE): Learning gains for lowest quartile students in ELA fell far below the state average at CTE, at approximately 29%. In addition, subgroups are underperforming in the following areas: Black/African American, English Language Learners, Students with Disabilities. Finally, there is more than a 50% achievement gap between students with disabilities and students without disabilities.

    Sun 'N Lake Elementary (SNL): Learning gains for lowest quartile students in ELA fell far below the state average at SNL, at approximately 23%. In addition, subgroups are

underperforming in the following areas: Black/African American, Students with Disabilities. Finally, there is a 48% achievement gap between English Language Learners and Non-English Language Learners, and a 39% achievement gap between students with disabilities and students without disabilities.

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

   a. **Elementary:**1
   b. **Middle:**1
   c. **High:**1

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

   School administrators conduct informal and formal observations to determine the effectiveness of coach-provided professional development throughout the year.
   The district utilizes the Electronic Registrar Online to evaluate the effectiveness of professional development. Participants are asked to determine effectiveness based on the following criteria:
   • organization and preparation
   • effectiveness of presentation
   • objectives covered
   • degree of knowledge, skills or attitude gained by participation
   • level of learning directly applicable to student growth and achievement
   • overall evaluation
   • student data

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

   Approximately $299,000 will be spent on reading/literacy coaches. This includes 3 total positions, and one K-12 district reading specialist.

<u>Supports for Identification and Intervention of Students with Reading Deficiencies</u>

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 <u>funded through the Research-Based Reading Instruction Allocation</u>?**

   0

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.**

   n/a

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

   a. **Elementary:** 0
   b. **Middle:** 0
   c. **High:** 0

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

   0

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.:**

   0

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.**

   Title I

Summer Reading Camps

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:** Dr. Elizabeth Lindsay

2. **Email Address:** lindsae@highlands.k12.fl.us

3. **Phone Number:** 863-471-5569

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

   Sun 'N Lake Elementary, Woodlawn Elementary, Kindergarten Learning Center, Lake Placid Elementary

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

   a. **Start Date:**06/03/2019
   b. **Which days of the week is SRC offered:** Monday - Friday
   c. **Number of instructional hours per day in reading:**3
   d. **End Date:**06/28/2019
   e. **Total number of instructional hours of reading:**60

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)?**

   K-2, K-5 Migrant

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

   SAT-10

300 Lowest-Performing Elementary Schools

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

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools		0
District expenditures on reading coaches		299,430.00
District expenditures on intervention teachers		0
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 schools on the list of 300 lowest performing elementary schools		0
Flexible Categorical Spending		301,671.00
	Sum of Expenditures	601,101.00
	Amount of district research-based reading instruction allocation for 2019-2020	601,101.00

2019-2020 K-12 Comprehensive Research-Based Reading Plan
Agenda

➢ **FSA-ELA Achievement Goals**

    ➢ Performance

    ➢ Growth (Learning Gains)

    ➢ Closing the achievement gap

➢ **District Level Leadership**

    ➢ Progress monitoring

    ➢ Instructional practice guides

➢ **Literacy Coaches**

    ➢ Job-embedded professional development

    ➢ Professional development cycle of learning

➢ **Supports for Identification and Interventions for Students with Reading Deficiencies**

    ➢ DT1 – Kindergarten

    ➢ DT1 – Grades 1-3

    ➢ DT1 – Grades 4-5

    ➢ DT2 – Grades 6-8

    ➢ DT3 – Grades 9-12

The following meetings were held to review, revise, and discuss the proposed comprehensive reading plan:

4.10.19	D1, D2, D3 decision trees were sent <u>to all schools</u> for review and the opportunity to provide online feedback in advance of face-to-face meetings. Schools were encouraged to include an MTSS representative, administrator, classroom teachers, an ESE representative, and an ELL representative in the review. Data on the stakeholders involved in each online review was collected. Online feedback was received from the following school teams: - Avon Elementary - Fred Wild Elementary - Hill-Gustat Middle School Board of Highlands County - Woodlawn Elementary	
4.16.19	Elementary Reading Coaches/Teachers from the following schools:	Avon Elementary, Cracker Trail Elementary, Fred Wild Elementary, Sun 'N Lake Elementary, Lake Placid Elementary,

		Kindergarten Learning Center, Lake Country Elementary, Woodlawn Elementary, Memorial Elementary
4.17.19	Middle School Reading Coaches/Teachers from the following schools were in attendance:	Hill-Gustat Middle School, Avon Park Middle School, Lake Placid Middle School
4.18.19	High School Reading Coaches/Teachers from the following schools were in attendance:	Avon Park High School, Lake Placid High School, Sebring High School
4.22.19	The following district administrators were in attendance:	Assistant Superintendent of Elementary Programs, Director of ESE, Assistant Superintendent of Student Services The Director of MIS was in attendance at the 4.22.19 meeting, but did not sign-in.
4.24.19	Elementary Administrators from the following schools were in attendance, along with the Assistant Superintendent of Elementary Programs:	Avon Elementary, Woodlawn Elementary, Sun 'N Lake Elementary, Kindergarten Learning Center, Fred Wild Elementary, Cracker Trail Elementary, Park Elementary, Memorial Elementary, Lake Placid Elementary, Lake Country Elementary

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;

NO

Minimum 90 minutes in core reading instruction to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension skills at the word and/or connected text level

➤ Provide enhanced instruction
➤ Monitor quarterly

Kindergarten Placement (Identification and Intervention) - Aug/Sept 2019

Does the FLKRS Star Early Literacy data indicate that the student has a **moderate** to **high risk** of developing a deficiency in reading?

FLKRS Overall Scale Score	High Risk	Moderate Risk	On-Watch	Low Risk	Minimal Risk
Kindergarten	<=437	438-496	497-530	531+	

YES

NO

Minimum 90 minutes in core reading instruction.

Classroom teacher to provide:
➤ Small group, differentiated instruction
➤ Flexible grouping
➤ Explicit and systematic instruction
➤ Monitor quarterly

Does the i-Ready Reading Diagnostic 1 data confirm that the student has a **moderate** to **high risk** of developing a deficiency in reading?

i-Ready Reading **Diagnostic 1** scale score	High Risk	Moderate Risk	On-Watch	Low Risk	Minimal Risk
Kindergarten	<=311	312-351	352-379	380+	

The student is at a high risk for developing a substantial deficiency in reading and is in need of intense preventative interventions. (See page 3 for parent notification requirement.)
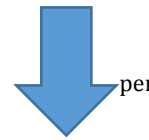
YES - Code student for Reading Intervention Component per section 1008.25(4)(a) and (5)(a), F.S.

Intense Preventative Interventions (High Risk - FLKRS)	Strategic Prevention (Moderate Risk - FLKRS)

➤ Minimum 90 minutes in core reading instruction
➤ Intensive Prevention
  o 30 – 45 minutes, 5 days/week, beyond the 90-minute core reading instructional block
  o Multisensory Intervention **must** include phonological awareness, letter-sound knowledge, and letter-name knowledge
  o Core Knowledge Assessment and Remediation Guides – Comprehensive Reteaching; FCRR; Ready Florida Tools for Instruction group size: 1-5 students
  o duration of 20+ weeks
	➤ Minimum 90 minutes in core reading instruction
	➤ Strategic Prevention
	  o 20 - 30 minutes, 3-5 days/week, beyond the 90-minute core reading instructional block
	    ▪ Multisensory Intervention **must** include phonological awareness, letter-sound knowledge, and letter-name knowledge

| provided by the classroom teacher, reading coach, content specialist, or special education teacher*
 ▪ Monitor Weekly | ▪ Core Knowledge Assessment and Remediation Guides – Guided Reinforcement/Explicit Reteaching; FCRR; Ready Florida Tools for Instruction <br> o 5-8 students per group <br> o duration of 9 – 18 weeks provided by the classroom teacher
 ➢ Monitor every 2-4 weeks, as determined by the MTSS team |

*Beginning in the 2020-21 school year, intensive reading interventions must be provided by a teacher/interventionist certified or endorsed in reading.

NO ➢ Continue core ELA instruction, differentiated instruction, and interventions as determined during initial placement, with sufficiency and fidelity to provide an integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.	**Kindergarten Progress Monitoring – Dec 2019/Jan 2020**

Kindergarten   Progress Monitoring – Dec 2019/Jan 2020

Does the i-Ready Reading Diagnostic 2 assessment indicate that the student is at a **moderate** or **high risk** for not meeting grade level standards?

i-Ready Reading **Diagnostic 2** scale score	Level 4 High Risk	Level 3 Moderate Risk	Level 2 On-Watch	Level 1 Low Risk	
Kindergarten	<=336	337-373	374-401	402+	

YES

Evaluate the response to instruction/interventions to make decisions regarding continuation, intensification, fading, or redesign of instructional plan.

Positive A positive response to instruction occurs when a student lowers a risk level from Diagnostic 1 to Diagnostic 2.	**Questionable** A questionable response to instruction occurs when a student improves but stays within the same risk level from Diagnostic 1 to Diagnostic 2.		**Poor** A poor response to instruction occurs when a student increases the level of risk from Diagnostic 1 to Diagnostic 2.	
➢ Continue core ELA instruction, differentiated instruction, and interventions with sufficiency and fidelity.	Ask, "Was the instruction/intervention plan implemented as intended?"			
	YES **Moderate Risk** ➢ For students who made more than ½ year's growth on Diagnostic 2, continue core ELA instruction, differentiated instruction, and interventions as with sufficiency and fidelity. ➢ For students who made less than ½ year's growth on Diagnostic 2, conduct a problem analysis to determine why there is a difference between the	**NO** Employ strategies to increase implementation integrity.	**YES** Conduct a problem analysis to determine why there is a difference between the expected and current levels of performance: ➢ curriculum ➢ instruction ➢ environment ➢ learner	**NO** Employ strategies to increase implementation integrity.

	expected and current levels of performance: ➢ curriculum ➢ instruction ➢ environment ➢ learner **High Risk** – Administer DAR to ensure the areas of reading deficiency were correctly identified. Intensify or redesign the instructional plan as needed.		If additional information is needed to ensure the areas of reading deficiency were correctly identified, review the aimswebPlus ORF data and/or administer DAR. Continue, intensify, or redesign the instructional plan as needed.	

Parent Notification F.A. 1008.25(c)(1-7)

The parent of any student in grades K-3 who exhibits a substantial reading deficiency* must be notified in writing of the following:
- ➢ the child has been identified as having a substantial reading deficiency*
- ➢ a description of the current services that are provided to the child
- ➢ a description of the proposed supplemental instructional services and supports that will be provided to the child by the end of grade 3, the child must be retained unless exempted from mandatory retention for good cause
- ➢ strategies for parents to use in helping their child succeed in reading satisfactory performance
- ➢ the State Testing Assessment is not the sole determine of promotion; additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion
- ➢ the opportunity for mid-year promotion during the year of retention once the student has demonstrated the ability to read on grade level

*A Kindergarten student whose scale score on the FLKRS assessment (Star Early Literacy) is at or below 437 <u>and</u> whose scale score on the i-Ready Reading Diagnostic 1 assessment is at or below 351 is at high risk for developing a substantial deficiency in reading.

NO

Minimum 90 minutes in core reading instruction to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension skills at the word and/or connected text level

- Provide enhanced instruction
- Monitor quarterly

Grades 1-3 Initial Placement (Identification and Intervention) – June/July 2019

Does the i-Ready Diagnostic 3 data indicate that the student has a **high risk** of having a deficiency in reading?

i-Ready Reading **Diagnostic 3** scale score	High Risk	Moderate Risk	On-Watch	Low Risk	Minimal Risk
Kindergarten	<=361	362-395	396-423	424+	
Grade 1	<=433	434-457	458-479	480+	
Grade 2	<=488	489-512	513-536	537+	
Grade 3	<=490	491-523	524-557	558+	

YES

NO

Minimum 90 minutes in core reading instruction.

Classroom teacher to provide:
- Small group, differentiated instruction
- Flexible grouping
- Explicit and systematic instruction
- Monitor quarterly

Does the aimswebPlus benchmark 3 data confirm that the student has a **moderate** to **high risk** of having a deficiency in reading?

aimswebPlus **Benchmark 3**	High Risk	Moderate Risk	On-Watch	Low Risk	Minimal Risk
Kindergarten (LNF)	<=29	30-42	43-68	69-79	80+
If LNF is not given in Kindergarten, use beginning of year **FLKRS** score	<=437	438-496	497-530	531+	
Grade 1 (ORF)	<=30	31-50	51-97	98-122	123+
Grade 2 (ORF)	<=51	52-76	77-131	132-156	157+
Grade 3 (ORF)	<=75	76-101	102-145	146-166	167+

YES - Code student for Reading Intervention Component per section 1008.25(4)(a) and (5)(a), F.S.

The student exhibits a substantial deficiency in reading and is in need of an intensive intervention. (See page 4 for parent notification requirement.)

Intensive Intervention (High Risk - aimswebPlus)	Strategic Intervention (Moderate Risk - aimswebPlus)
- Minimum 90 minutes in core reading instruction - Intensive Intervention 30 – 45 minutes, 5 days/week, beyond the 90-minute core reading instructional block - Multisensory Intervention **must** include phonological awareness, phonic decoding, and reading connected text - Core Knowledge Assessment and Remediation Guides – Comprehensive Reteaching; Words Their Way; FCRR; Ready Florida Tools for Instruction - group size: 1-5 students - duration of 20+ weeks - provided by the classroom teacher, reading coach, content specialist, or special education teacher* - Monitor Weekly	- Minimum 90 minutes in core reading instruction - Strategic Intervention 20 - 30 minutes, 3-5 days/week, beyond the 90-minute core reading instructional block - Multisensory intervention **must** include phonological awareness, phonic decoding, and reading connected text - Core Knowledge Assessment and Remediation Guides – Guided Reinforcement/Explicit Reteaching; Words Their Way; FCRR; Ready Florida Tools for Instruction 5-8 students per group - duration of 9 – 18 weeks provided by the classroom teacher - Monitor every 2-4 weeks, as determined by the MTSS team

*Beginning in the 2020-21 school year, reading interventions must be provided by a teacher/interventionist certified or endorsed in reading.

NO

➢ Implement core ELA instruction, differentiated instruction, and interventions as determined during initial placement, with sufficiency and fidelity to provide an integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Grades 1-3 Initial Placement/Progress Monitoring – Aug/Sept 2019

Does the i-Ready Reading Diagnostic 1 assessment indicate that the student is at a **moderate** or **high** risk for not meeting grade level standards?

i-Ready Reading **Diagnostic 1** scale score	Level 4 High Risk	Level 3 Moderate Risk	Level 2 On-Watch	Level 1 Low Risk	
Grade 1	<=383	384-409	410-441	442+	
Grade 2	<=448	449-482	483-514	515+	
Grade 3	<=464	465-501	502-539	540+	

YES

NO

➢ Implement core ELA instruction, differentiated instruction, and interventions as determined during initial placement, with sufficiency and fidelity to provide an integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Does the aimswebPlus benchmark 1 data confirm that the student has a **moderate** to **high risk** of having a deficiency in reading?

aimswebPlus **Benchmark 1**	High Risk	Moderate Risk	On-Watch	Low Risk	Minimal Risk
Grade 1 (ORF)	<=11	12-18	19-54	55-77	78+
Grade 2 (ORF)	<=20	21-45	46-96	97-116	117+
Grade 3 (ORF)	<=44	45-67	68-118	119-141	142+

YES

Initial placement for new students – Implement core ELA instruction **and** an intensive (high risk) or strategic (moderate risk) intervention as outlined in the initial placement charts on page 1, using Diagnostic 1 risk levels.

Progress monitoring for returning students – Review the student's initial placement. Does the student's schedule reflect the core ELA instruction, differentiated instruction, and/or interventions needed to lower the student's risk level and/or meet end of year grade level standards?

YES	**NO**
➢ Implement core ELA instruction, differentiated instruction, and interventions as determined during initial placement, with sufficiency and fidelity to provide an integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.	➢ Revise schedule to intensify core ELA instruction, differentiated instruction, and/or interventions to increase the likelihood that the student will achieve a lowered risk level and/or grade level standards.

Grades 1-3   Progress Monitoring – Dec 2019/Jan 2020

NO

- Continue core ELA instruction, differentiated instruction, and interventions as determined during initial placement, with sufficiency and fidelity to provide an integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

← **Does the i-Ready Reading Diagnostic 2 assessment indicate that the student is at a moderate or high risk for not meeting grade level standards?**

i-Ready Reading **Diagnostic 2** scale score	Level 4 High Risk	Level 3 Moderate Risk	Level 2 On-Watch	Level 1 Low Risk	
Grade 1	<=408	409-433	434-460	461+	
Grade 2	<=468	469-497	498-525	526+	
Grade 3	<=477	478-512	513-548	549+	

YES

Evaluate the response to instruction/interventions to make decisions regarding continuation, intensification, fading, or redesign of instructional plan.

Positive A positive response to instruction occurs when a student lowers a risk level from Diagnostic 1 to Diagnostic 2.	**Questionable** A questionable response to instruction occurs when a student improves but stays within the same risk level from Diagnostic 1 to Diagnostic 2.		**Poor** A poor response to instruction occurs when a student increases the level of risk from Diagnostic 1 to Diagnostic 2.	
- Continue core ELA instruction, differentiated instruction, and interventions with sufficiency and fidelity.	Ask, "Was the instruction/intervention plan implemented as intended?"			
	YES	**NO**	**YES**	**NO**

	Moderate Risk
	 - For students who made more than ½ year's growth on Diagnostic 2, continue core ELA instruction, differentiated instruction, and interventions with sufficiency and fidelity.
	 - For students who made less than ½ year's growth on Diagnostic 2, conduct a problem analysis to determine why there is a difference between the expected and current levels of performance:
	     - curriculum
	     - instruction
	     - environment
	     - learner
	
	 High Risk – Administer DAR to ensure the areas of reading deficiency were correctly identified. Intensify or redesign the instructional plan as needed.
		Employ strategies to increase implementation integrity.	Conduct a problem analysis to determine why there is a difference between the expected and current levels of performance:
			 - curriculum
			 - instruction
			 - environment
			 - learner
			
			 If additional information is needed to ensure the areas of reading deficiency were correctly identified, review the aimswebPlus ORF data and/or administer DAR.
			
			 Continue, intensify, or redesign the instructional plan as needed.
				Employ strategies to increase implementation integrity.

Parent Notification F.A. 1008.25(c)(1-7)

The parent of any student in grades K-3 who exhibits a substantial reading deficiency* must be notified in writing of the following:

- ➢ the child has been identified as having a substantial reading deficiency*
- ➢ a description of the current services that are provided to the child
- ➢ a description of the proposed supplemental instructional services and supports that will be provided to the child by the end of grade 3, the child must be retained unless exempted from mandatory retention for good cause
- ➢ strategies for parents to use in helping their child succeed in reading satisfactory performance
- ➢ the State Testing Assessment is not the sole determine of promotion; additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion
- ➢ the opportunity for mid-year promotion during the year of retention once the student has demonstrated the ability to read on grade level

*A student who is performing more than one grade level below on two or more district-approved assessments (i.e., STAR Early Literacy, i-Ready Overall Reading, AIMSweb Oral Reading Fluency, Literacy First Phonics Assessment, Diagnostic Assessments of Reading) is identified as having a substantial reading deficiency.

YES

Minimum 90 minutes in core reading instruction to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension skills at the word and/or connected text level

- Provide enhanced instruction
- Monitor quarterly

Grades 4-5 Initial Placement (Identification and Intervention) – June/July 2019

Did the student meet a satisfactory level of achievement (Level 3-5) on the 2019 FSA ELA?

FSA ELA 2019	High Risk	Moderate Risk	On-Watch	Low Risk	Minimal Risk
Grade 3	240-284	285-299	300-314	315-329	330-360
Grade 4	251-296	297-310	311-324	325-339	340-372
Grade 5	257-303	304-320	321-335	336-351	352-385

NO - Code student for Reading Intervention Component per

section 1008.25(4)(a) and (5)(a), F.S

NO

Minimum 90 minutes in core reading instruction.

Classroom teacher* to provide:
- Small group, differentiated instruction
- Flexible grouping
- Explicit and systematic instruction
- Monitor quarterly

Does the i-Ready Reading Diagnostic 3 assessment indicate that the student is at a **high** risk for not meeting grade level standards?

i-Ready Reading **Diagnostic 3** scale score	High Risk	Moderate Risk	On-Watch	Low Risk	Minimal Risk
Grade 3	<=490	491-523	524-557	558+	
Grade 4	<=518	519-549	550-581	582+	
Grade 5	<=536	537-570	571-603	604+	

YES

Intensive Intervention (High Risk – i-Ready)	**Strategic Intervention** (Moderate Risk – i-Ready)
- Minimum 90 minutes in core reading instruction - Intensive Intervention 30 – 45 minutes, 5 days/week, beyond the 90-minute core reading instructional block - Intervention **must** include phonological awareness, phonic decoding, and reading connected text - Core Knowledge Decoding and Encoding Remediation Guide; Words Their Way; FCRR; Ready Florida Tools for Instruction - group size: 1-5 students - duration of 20+ weeks - provided by the classroom teacher, reading coach, content specialist, or special education teacher* - Monitor Weekly	- Minimum 90 minutes in core reading instruction - Strategic Intervention 20 - 30 minutes, 3-5 days/week, beyond the 90-minute core reading instructional block - Intervention **should** include the following: word attack skills, fluency, and syntax instruction - Intervention **may** include phonic decoding, vocabulary, comprehension - Core Knowledge Fluency Supplement Guides; Words Their Way; FCRR; Ready Florida Tools for Instruction 5-8 students per group - duration of 9 – 18 weeks, <20 weeks provided by the classroom teacher* - Monitor every 2-4 weeks, as determined by the MTSS team

*Beginning in the 2020-21 school year, intensive reading interventions must be provided by a teacher/interventionist certified or endorsed in reading.

	Grades 4-5 Initial Placement/Progress Monitoring – Aug/Sept 2019				

NO
- Implement core ELA instruction, differentiated instruction, and interventions as determined during initial placement, with sufficiency and fidelity to provide an integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Does the i-Ready Reading Diagnostic 1 assessment indicate that the student is at a **moderate** or **high** risk for not meeting grade level standards?

i-Ready Reading **Diagnostic 1** scale score	Level 4 High Risk	Level 3 Moderate Risk	Level 2 On-Watch	Level 1 Low Risk	
Grade 4	<=498	499-531	532-569	570+	
Grade 5	<=520	521-556	557-595	596+	

YES

NO
- Implement core ELA instruction, differentiated instruction, and interventions as determined during initial placement, with sufficiency and fidelity to provide an integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Does the aimswebPlus benchmark 1 data confirm that the student has a **moderate** to **high risk** of having a deficiency in reading?

aimswebPlus **Benchmark 1**	High Risk	Moderate Risk	On-Watch	Low Risk	Minimal Risk
Grade 4 (ORF)	<=71	72-91	92-133	134-156	157+
Grade 5 (ORF)	<=81	82-103	104-153	154-175	176+

YES

Initial placement for new students – Implement core ELA instruction **and** an intensive (high risk) or strategic (moderate risk) intervention as outlined in the initial placement chart on pages 1, using Diagnostic 1 risk levels.

Progress monitoring for returning students – Review the student's initial placement. Does the student's schedule reflect the core ELA instruction, differentiated instruction, and/or interventions needed to lower the student's risk level and/or meet end of year grade level standards?

YES	**NO**
- Implement core ELA instruction, differentiated instruction, and interventions as determined during initial placement, with sufficiency and fidelity to provide an integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.	- Revise schedule to intensify core ELA instruction, differentiated instruction, and/or interventions to increase the likelihood that the student will achieve a lowered risk level and/or grade level standards.

	Grades 4-5 Progress Monitoring – Dec 2019/Jan 2020

NO
➢ Continue core ELA instruction, differentiated instruction, and interventions as determined during initial placement, with sufficiency and fidelity to provide an integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Does the i-Ready Reading Diagnostic 2 assessment indicate that the student is at a **moderate** or **high** risk for not meeting grade level standards?

i-Ready Reading **Diagnostic 2** scale score	Level 4 High Risk	Level 3 Moderate Risk	Level 2 On-Watch	Level 1 Low Risk	
Grade 4	<=508	509-540	541-575	576+	
Grade 5	<=528	529-563	564-599	600+	

YES

Evaluate the response to instruction/interventions to make decisions regarding continuation, intensification, fading, or redesign of instructional plan.

Positive A positive response to instruction occurs when a student lowers a risk level from Diagnostic 1 to Diagnostic 2.	**Questionable** A questionable response to instruction occurs when a student improves but stays within the same risk level from Diagnostic 1 to Diagnostic 2.		**Poor** A poor response to instruction occurs when a student increases the level of risk from Diagnostic 1 to Diagnostic 2.	
➢ Continue core ELA instruction, differentiated instruction, and interventions with sufficiency and fidelity.	Ask, "Was the instruction/intervention plan implemented as intended?"			
	YES	**NO**	**YES**	**NO**
	Moderate Risk ➢ For students who made more than ½ year's growth on Diagnostic 2, continue core ELA instruction, differentiated instruction, and interventions with sufficiency and fidelity. ➢ For students who made less than ½ year's growth on Diagnostic 2, conduct a problem analysis to determine why there is a difference between the expected and current levels of performance: ➢ curriculum ➢ instruction ➢ environment ➢ learner **High Risk** – Administer DAR to ensure the areas of reading deficiency were correctly identified. Intensify or redesign the instructional plan as needed.	Employ strategies to increase implementation integrity.	Conduct a problem analysis to determine why there is a difference between the expected and current levels of performance: ➢ curriculum ➢ instruction ➢ environment ➢ learner If additional information is needed to ensure the areas of reading deficiency were correctly identified, review the aimswebPlus ORF data and/or administer DAR. Continue, intensify, or redesign the instructional plan as needed.	Employ strategies to increase implementation integrity.

YES

➢ Core ELA instruction (M/J Lang Arts or M/J Lang Arts, Adv) is delivered using texts of appropriate complexity, and provides an integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

➢ Provide enhanced instruction
➢ Monitor 3 x year

Initial Placement (Identification and Intervention) – June/July 2019

Did the student meet a satisfactory level of achievement (Level 3-5) on the 2019 FSA ELA?

2019 FSA ELA Scale Score	Level 1 Inadequate	Level 2 Below Satisfactory	Level 3 Satisfactory	Level 4 Proficient	Level 5 Mastery
Grade 5	257-303	304-320	**321**-335	336-351	352-385
Grade 6	259-308	309-325	**326**-338	339-355	356-391
Grade 7	267-317	318-332	**333**-345	346-359	360-397
Grade 8	274-321	322-336	**337**-351	352-365	366-403

NO - Code student for Reading Intervention Component ~~er~~

section 1008.25(4)(a) and (5)(a), F.S

NO

➢ Core ELA instruction (M/J Lang Arts) is delivered using texts of appropriate complexity, and provides an integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

➢ Differentiated instruction within the classroom is provided, including:
  o Whole group and small group delivery
  o Flexible grouping
  o Explicit and systematic instruction

➢ The student should be placed in at least one content area class with an NGCAR-PD or RE/RC teacher, if possible.
➢ Monitor 3 x year

Does the i-Ready Reading Diagnostic 3 assessment indicate that the student is at a **high** risk for not meeting grade level standards?

i-Ready Reading Diagnostic 3 scale score	Level 4 High Risk	Level 3 Moderate Risk	Level 2 On-Watch	Level 1 Low Risk	
Grade 5	100-536	537-570	571-603	604+	
Grade 6	100-540	541-578	579-609	610+	
Grade 7	100-556	557-590	591-622	623+	
Grade 8	100-566	567-598	599-634	635+	
For initial placement of new students, use Diagnostic 1 data for initial placement. (Aug/Sept 2019)					
i-Ready Reading **Diagnostic 1** scale score	Level 4 High Risk	Level 3 Moderate Risk	Level 2 On-Watch	Level 1 Low Risk	
Grade 6	<=528	529-568	569-605	606+	
Grade 7	<=546	547-584	585-618	619+	
Grade 8	<=556	557-594	595-630	631+	

YES

Did the student test out of the phonics component on the i-Ready Reading Diagnostic 3 assessment?	
NO Provide **Intensive Intervention** in addition to core M/J Lang Arts.	**YES** Provide **Strategic Intervention** in addition to core M/J Lang Arts.

Intensive Intervention	Strategic Intervention
➤ <u>Instruction</u> - Instruction in the following areas should be provided to increase reading fluency and endurance of texts within the 6-8 grade complexity band: 　　o vocabulary 　　o background knowledge 　　o comprehension 　　o skill support 　　o volume of reading ➤ <u>Intervention</u> - Explicit and systematic instruction in the following areas should be provided to increase reading fluency and endurance of texts within the 6-8 grade complexity band: 　　o word attack skills 　　o word recognition 　　o syntax 　　o text structure 　　o pace/expression ➤ Small group instruction and/or interventions should be provided in class as appropriate (5-8 students per group) 　　o 45 minutes of prescribed i-Ready Reading online instruction weekly 　　o Consult the student profile in i-Ready and see detailed next steps for instruction. ➤ Monitor progress monthly ➤ The following intensive courses **should** be provided IN ADDITION TO the core M/J LANG ARTS course, and are intended to provide intervention for students who have reading deficiencies.* 　　o The purpose of the intensive courses is to provide instruction that enables students to **accelerate** the development of reading and writing skills and to **strengthen** those skills so they are able to successfully read and write middle grade level text independently. 　　　　▪ 1000010 M/J Intensive Reading* 　　　　▪ 1000000 M/J Intensive Language Arts*	➤ <u>Instruction</u> in the following areas should be provided to increase reading fluency and endurance of texts within the 6-8 grade complexity band: 　　o vocabulary 　　o background knowledge 　　o comprehension 　　o skill support 　　o volume of reading ➤ 45 minutes of prescribed i-Ready Reading online instruction weekly ➤ Monitor progress monthly. ➤ The following Reading courses **may** be provided IN ADDITION TO the core M/J LANG ARTS course, when appropriate.* 　　o **M/J READING -** The purpose of this course is to increase reading fluency and endurance through integrated experiences in the language arts. This course incorporates reading and analysis of literary and informational selections to develop critical and close reading skills. 　　　　▪ 6th grade – 1008010 M/J Reading* 　　　　▪ 7TH grade – 1008040 M/J Reading* 　　　　▪ 8th grade – 1008070 M/J Reading*

* Reading and Intensive courses must be provided by a teacher certified or endorsed in reading. M/J Reading 1 may be provided by a teacher/interventionist certified in elementary education K-6 or 1-6.

NO

➢ Implement core ELA instruction, differentiated instruction, and interventions as determined during initial placement, with sufficiency and fidelity to provide an integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Progress Monitoring – Diagnostic 1 (Aug/Sept 2019)				

Does the i-Ready Reading Diagnostic 1 assessment indicate that the student is at a **moderate** or **high** risk for not meeting grade level standards?

i-Ready Reading **Diagnostic 1** scale score	Level 4 High Risk	Level 3 Moderate Risk	Level 2 On-Watch	Level 1 Low Risk
Grade 6	<=528	529-568	569-605	606+
Grade 7	<=546	547-584	585-618	619+
Grade 8	<=556	557-594	595-630	631+

YES

Review the student's initial placement. Does the student's schedule reflect the core ELA instruction, differentiated instruction, and/or interventions needed to lower the student's risk level and/or meet end of year grade level standards?

YES	NO
➢ Implement core ELA instruction, differentiated instruction, and interventions as determined during initial placement, with sufficiency and fidelity to provide an integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.	➢ Revise schedule to intensify core ELA instruction, differentiated instruction, and/or interventions to increase the likelihood that the student will achieve a lowered risk level and/or grade level standards.

NO

➤ Continue core ELA instruction, differentiated instruction, and interventions as determined during initial placement, with sufficiency and fidelity to provide an integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Progress Monitoring – Diagnostic 2					
Does the i-Ready Reading Diagnostic 2 assessment indicate that the student is at a **moderate** or **high** risk for not meeting grade level standards?					
i-Ready Reading **Diagnostic 2** scale score	Level 4 High Risk	Level 3 Moderate Risk	Level 2 On-Watch	Level 1 Low Risk	
Grade 6	<=534	535-573	574-607	608+	
Grade 7	<=551	552-587	588-620	621+	
Grade 8	<=556	557-590	591-622	623+	

YES

Evaluate the response to instruction/interventions to make decisions regarding continuation, intensification, fading, or redesign of instructional plan.		
Positive A positive response to instruction occurs when a student lowers a risk level from Diagnostic 1 to Diagnostic 2.	**Questionable** A questionable response to instruction occurs when a student improves but stays within the same risk level from Diagnostic 1 to Diagnostic 2.	**Poor** A poor response to instruction occurs when a student increases the level of risk from Diagnostic 1 to Diagnostic 2.

Positive	Questionable		Poor	
➤ Continue core ELA instruction, differentiated instruction, and interventions with sufficiency and fidelity.	➤ Ask, "Was the instruction/intervention plan implemented as intended?"			

	YES	**NO**	**YES**	**NO**
	Moderate Risk ➤ For students who made more than ½ year's growth on Diagnostic 2, continue core ELA instruction, differentiated instruction, and interventions with sufficiency and fidelity. ➤ For students who made less than ½ year's growth on Diagnostic 2, conduct a problem analysis to determine why there is a difference between the expected and current levels of performance: ➤ curriculum ➤ instruction ➤ environment ➤ learner **High Risk** – Administer DAR to ensure the areas of reading deficiency were correctly identified. Intensify or redesign the instructional plan as needed.	Employ strategies to increase implementation integrity.	Conduct a problem analysis to determine why there is a difference between the expected and current levels of performance: ➤ curriculum ➤ instruction ➤ environment ➤ learner If additional information is needed to ensure the areas of reading deficiency were correctly identified, administer DAR. Continue, intensify, or redesign the instructional plan as needed.	Employ strategies to increase implementation integrity.

Highlands DT3 – Grades 9-12 Identification/Intervention Decision Tree 2019-2020

YES

- Core ELA instruction is delivered using texts of appropriate complexity, and provides an integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

- Provide enhanced instruction
- Monitor 3 x year

⬅

Grades 9-12 Initial Placement (Identification and Intervention) – June/July 2019

Did the student meet a satisfactory level of achievement (Level 3-5) on the 2019 FSA ELA?

2019 FSA ELA Scale Score	Level 1 Inadequate	Level 2 Below Satisfactory	Level 3 Satisfactory	Level 4 Proficient	Level 5 Mastery
Grade 8	274-321	322-336	**337**-351	352-365	366-403
Grade 9	276-327	328-342	**343**-354	355-369	370-407
Grade 10	284-333	334-349	**350**-361	362-377	370-407
Grades 11-12	The student has not met the graduation requirement for ELA.		The student has met the graduation requirement for ELA.		

⬇

NO - Code student for Reading Intervention Component per section 1008.25(4)(a) and (5)(a), F.S

NO

- Core ELA instruction is delivered using texts of appropriate complexity, and provides an integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

- Reading Intervention - The student should be placed in a content area class or reading advisement with an NGCAR-PD or RE/RC teacher.

- Monitor 3 x year

⬅

Is the student at a **high risk** for not meeting grade level standards according to the 2018-19 Diagnostic 3 progress monitoring assessment?

	Level 4 High Risk	Level 3 Moderate Risk	Level 2 On-Watch	Level 1 Low Risk	
Grade 8 i-Ready Reading Diagnostic 3 scale score	100-566	567-598	599-634	635+	
Grades 9-12 CommonLit Interim Assessment 3	<= 50%	51-69%	70-85%	86-100%	

⬇ **YES**

Has the student mastered basic reading skills (phonemic awareness/phonics)?
- i-Ready Reading Diagnostic 3 – Tested Out, Achieve3000 Lexile 740+, DRA, Literacy First Phonics Assessment

NO Provide **Intensive Intervention** in addition to core ELA instruction.	YES Provide **Strategic Intervention** in addition to core ELA instruction.

Highlands DT3 – Grades 9-12 Identification/Intervention Decision Tree 2019-2020

Intensive Intervention**	Strategic Intervention
➢ Instruction - Instruction in the following areas should be provided to increase reading fluency and endurance of texts within the 9-12 grade complexity band: 　○ vocabulary 　○ build background knowledge in content connected to ELA topics 　○ comprehension 　○ skill support 　○ volume of reading ➢ Support facilitation in the English class provided by a reading teacher, when possible ➢ Intervention - Explicit and systematic instruction in the following areas should be provided to increase reading fluency and endurance of texts within the 9-12 grade complexity band: 　○ word attack skills 　○ word recognition 　○ syntax 　○ text structure 　○ pace/expression ➢ Small group instruction and/or interventions should be provided in class as appropriate (5-8 students per group) ➢ One of the following intensive courses **should** be provided IN ADDITION TO the core English course, and are intended to provide intervention for students who have reading deficiencies.* 　○ The purpose of the intensive courses is to provide instruction that enables students to **accelerate** the development of reading and writing skills and to **strengthen** those skills so they are able to successfully read and write grade level text independently. 　　▪ 1000410 Intensive Reading* 　　▪ 1000400 Intensive Language Arts* ➢ Students enrolled in an intensive course should be monitored through Achieve3000.	➢ Instruction in the following areas should be provided to increase reading fluency and endurance of texts within the 9-12 grade complexity band: 　○ vocabulary 　○ build background knowledge in content connected to ELA topics 　○ comprehension 　○ skill support 　○ volume of reading ➢ Support facilitation in the English class provided by a reading teacher, when possible ➢ One of the following Reading courses **should** be provided IN ADDITION TO the core English course, when appropriate.* 　○ **READING -** The purpose of this course is to increase reading fluency and endurance through integrated experiences in the language arts. This course incorporates reading and analysis of literary and informational selections to develop critical and close reading skills. 　　▪ 1008300 Reading 1* 　　▪ 1008310 Reading 2* 　　▪ 1008330 Reading 3* 　○ **READING FOR COLLEGE SUCCESS** - This course is targeted for students who are not "college-ready" in reading. This course incorporates reading and analysis of informational selections to develop critical reading skills necessary for success in college courses. This course prepares students for successful completion of Florida college English language arts courses requiring extensive grade-level reading. 　　▪ 1008350 Reading for College Success* 　○ The purpose of the intensive courses is to provide instruction that enables students to **accelerate** the development of reading and writing skills and to **strengthen** those skills so they are able to successfully read and write grade level text independently. 　　▪ 1000410 Intensive Reading* 　　▪ 1000400 Intensive Language Arts* ➢ Students enrolled in a reading/intensive course should be monitored through Achieve3000.

* Reading and Intensive courses must be provided by a teacher certified or endorsed in reading.
** Beginning in the 2020-21 school year, intensive reading interventions must be provided by a teacher/interventionist certified or endorsed in reading.

NO

➢ Implement core ELA instruction, differentiated instruction, and interventions as determined during initial placement, with sufficiency and fidelity to provide an integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.
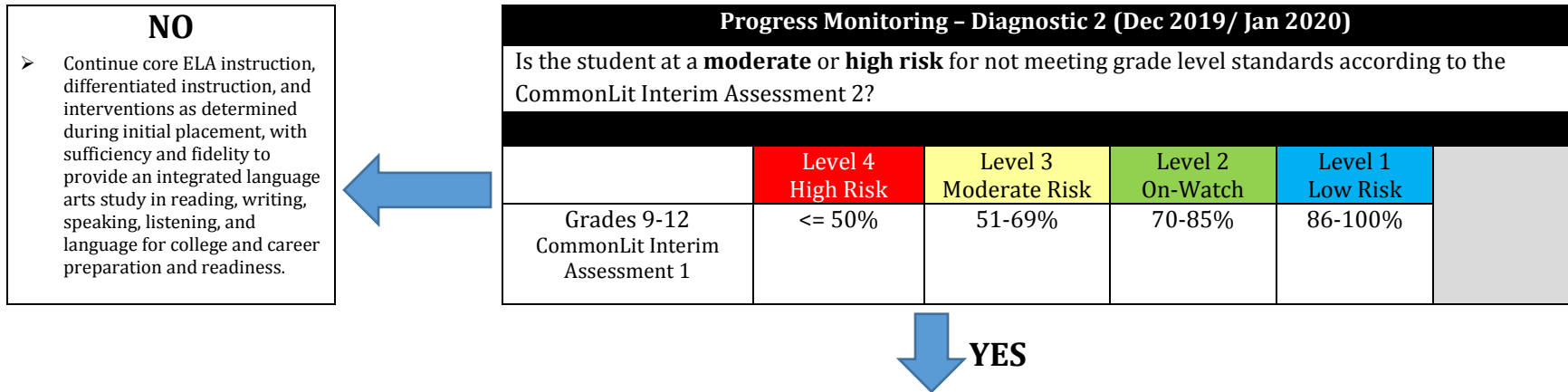
Progress Monitoring – Diagnostic 1 (Aug / Sept 2019)

Is the student at a **moderate** or **high risk** for not meeting grade level standards according to the CommonLit Interim Assessment 1?

	Level 4 High Risk	Level 3 Moderate Risk	Level 2 On-Watch	Level 1 Low Risk	
Grades 9-12 CommonLit Interim Assessment 1	<= 50%	51-69%	70-85%	86-100%	

YES

Review the student's initial placement. Does the student's schedule reflect the core ELA instruction, differentiated instruction, and/or interventions needed to lower the student's risk level and/or meet end of year grade level standards?

YES	**NO**
➢ Implement core ELA instruction, differentiated instruction, and interventions as determined during initial placement, with sufficiency and fidelity to provide an integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.	➢ Revise schedule to intensify core ELA instruction, differentiated instruction, and/or interventions to increase the likelihood that the student will achieve a lowered risk level and/or grade level standards.

NO
➢ Continue core ELA instruction, differentiated instruction, and interventions as determined during initial placement, with sufficiency and fidelity to provide an integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Progress Monitoring – Diagnostic 2 (Dec 2019/ Jan 2020)

Is the student at a **moderate** or **high risk** for not meeting grade level standards according to the CommonLit Interim Assessment 2?

	Level 4 High Risk	Level 3 Moderate Risk	Level 2 On-Watch	Level 1 Low Risk	
Grades 9-12 CommonLit Interim Assessment 1	<= 50%	51-69%	70-85%	86-100%	

YES

Evaluate the response to instruction/interventions to make decisions regarding continuation, intensification, fading, or redesign of instructional plan.

Positive A positive response to instruction occurs when a student lowers a risk level from Assessment 1 to Assessment 2.	**Questionable** A questionable response to instruction occurs when a student improves but stays within the same risk level from Assessment 1 to Assessment 2.		**Poor** A poor response to instruction occurs when a student increases the level of risk from Assessment 1 to Assessment 2.	
➢ Continue core ELA instruction, differentiated instruction, and interventions as with sufficiency and fidelity.	➢ Ask, "Was the instruction/intervention plan implemented as intended?"			
	YES	**NO**	**YES**	**NO**
	Moderate Risk ➢ For students who are within 10% of reducing a risk level on Assessment 2, continue core ELA instruction, differentiated instruction, and interventions as with sufficiency and fidelity. ➢ For students who are more than 10% away from reducing a risk level on Assessment 2, conduct a problem analysis to determine why there is a difference between the expected and current levels of performance: ➢ curriculum ➢ instruction ➢ environment ➢ learner **High Risk** – Administer DAR to ensure the areas of reading deficiency were correctly identified. Intensify or redesign the instructional plan as needed.	Employ strategies to increase implementation integrity.	Conduct a problem analysis to determine why there is a difference between the expected and current levels of performance: ➢ curriculum ➢ instruction ➢ environment ➢ learner If additional information is needed to ensure the areas of reading deficiency were correctly identified, administer a DAR or aimswebPlus benchmark composite measures. Continue, intensify, or redesign the instructional plan as needed.	Employ strategies to increase implementation integrity.

2019-2020 300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan

Please complete the following questions to be included as an addendum to the 2019-2020 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

<u>Section 1: Contact Information</u>

1. **District name:** Highlands
2. **Contact name for schools covered on this plan:** Dr. Anne Lindsay, Assistant Superintendent of Elementary Programs; Tina Starling, Reading Curriculum Specialist; Megan Moesching, Principal, Fred Wild Elementary
3. **Contact phone number:** Dr. Lindsay 863-471-5569; Tina Starling 863-471-5651
4. **Contact email:** lindsaye@highlands.k12.fl.us; starlingt@highlands.k12.fl.us; moeschim@highlands.k12.fl.us
5. **Schools covered by this plan:** Fred Wild Elementary

<u>Section 2: Length of School Day</u>

F.A.C. Rule 6A-6.053 requires 90 minutes of reading instruction in grades K-5, and section 1011.62(9) F.S. requires an additional hour of reading instruction, which may be covered within the school day, for a minimum total of 150 minutes. Please answer the following questions regarding the length of the school day and the number of instructional minutes provided.

1. **School start time:** 7:30
2. **School dismal time:** 2:20
3. **Total number of instructional minutes per day:** 410
4. **Minutes per day of reading instruction (must be at least 150):** 150

<u>Section 3. Instructional Design</u>

1. **Students enrolled in these schools who earned a level 4 or level 5 on the statewide standardized English Language Arts assessment for the previous school year may participate in the extra hour of instruction. Describe the process your district/school uses to serve these students.**

   All students participate daily in 30 minutes of differentiated instruction. During this time, level 4 or level 5 students engage in enrichment activities that include annotating complex text, building a volume of reading, and i-Ready online instruction.

2. **The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

The district offers reading endorsement training and models of effective core reading instruction training to teachers and instructional leaders. At Fred Wild Elementary, there are currently 8 out of 36 instructional personnel that are reading endorsed or reading certified. Seven teachers are active in an approved endorsement/certification program. Five teachers are active in core reading instruction training. The goal is to have all instructional personnel certified or endorsed in reading.

However, the number of reading endorsed/certified teachers has not solely resulted in the academic achievement of students in reading at Fred Wild. Below is a table of the iReady diagnostic data from SY 18-19 that indicates that students are achieving in reading with the instructional teachers and leaders.

Grade Level	Subtotal of Scale Score Points from iReady D1 ELA to iReady D3 ELA	# of Students	Average Number of Scale Score Points Per Student from D1 ELA to D3 ELA
First	3801	102	+37
Second	3266	80	+40
Third	2673	96	+28
Fourth	2853	123	+23
Fifth	5326	114	+47

Based on the data in the preceding table, students at all grade levels at Fred Wild increased from the first iReady ELA diagnostic assessment to the third iReady ELA diagnostic assessment in school year 18-19. This indicates that the standards-aligned curriculum and standards-aligned pacing guide is primary in the instruction of reading at Fred Wild and the instructional staff, whether reading certified/endorsed or not along with the support of the instructional leaders (administration and reading coach) are implementing the content of the curriculum with fidelity and consistency. This practice will continue in SY 19-20.

3. **The intensive reading instruction delivered in this additional hour shall include research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency. Describe the intensive reading instruction your district/school uses during the additional hour and how your district/school has proven it to accelerate progress of students exhibiting a reading deficiency.**

Recommendations from the following What Works Clearinghouse IES Practice Guides are utilized to accelerate progress of students exhibiting a reading deficiency: Assisting Students Struggling in Reading, Foundational Skills to Support Reading for Understanding, Improving Reading Comprehension in Kindergarten Through 3rd Grade,

Teaching Elementary School Students to be Effective Writers, Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, and Improving Adolescent Literacy. The recommendations established in each of the guides offer specific evidence-based recommendations that address the development of one or more of the following areas: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

One recommendation that offers a strong body of evidence, and is highly utilized, is to teach students how to use reading comprehension strategies. There are 10 studies that have demonstrated positive effects on reading comprehension when reading comprehension strategy instruction is provided. Examples of effective reading comprehension strategies taught using a gradual release of responsibility framework include questioning, comprehension monitoring, drawing inferences, and summarizing. A second recommendation that is high utilized is to teach students to identify and use the text's organizational structure (narrative and informational) to comprehend, learn, and remember content.

Drawing on the recommendations listed above, the district has established guidelines for providing interventions to accelerate progress of students exhibiting a reading deficiency, which is outlined in the Identification/Intervention Decision Trees. Guidance is provided to help schools determine targeted area and level of intervention needed. During the 2018-19 school year, this model proved to successfully accelerate student progress at a number of schools. Under this model, Lake Placid Elementary accomplished an increase from 31% to 49% in ELA lowest quartile gains, and an increase in ELA learning gains from 49% to 51% and an increase in ELA proficiency from 44% to 46%. Similarly, Memorial Elementary School saw an increase in ELA lowest quartile gains from 38% to 64%, an increase in ELA learning gains from 46% to 52%, and an increase in ELA proficiency from 42% to 44%.

4. **The intensive reading instruction delivered in this additional hour shall include differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs. Describe the process your district uses to ensure this occurs.**

Students are initially placed and provided differentiated instruction using data collected at the end of the 2018-2019 school year. This data includes: FSA ELA, i-Ready Reading Diagnostic 3, aimswebPlus Oral Reading Fluency Spring benchmark. The i-Ready Reading Diagnostic assessment is administered to all students K-5 during the first six weeks of school. In addition, all K students participate in FLKRS during the first 30 days of school and all students in Grades 1-5 are given an aimswebPlus Oral Reading Fluency benchmark probe in early September. These assessments are used as screening assessments to identify students who are at risk for not meeting end of year benchmarks. Students at a moderate or high risk of not meeting end of year benchmarks may receive additional testing (i.e., Literacy First PAST and Phonics Assessments, IRI, STAR, Core Knowledge Word Reading in Isolation), as needed to determine the student's target area of need for intervention. i-Ready Growth Monitoring assessments

are administered twice each year, between diagnostic assessments, to monitor growth, and additional Growth Monitoring assessments may be assigned to individual students or groups of students monthly, if needed to monitor progress.

The assessments listed above are administered, and results analyzed, to provide core instruction, differentiated instruction, and interventions that are tailored to meet the needs of each student, while ensuring all students have the opportunity to engage in rigorous, grade-level literacy work.

5. **The intensive reading instruction delivered in this additional hour shall include explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback. Describe the process your school/district uses to ensure this occurs.**

The reading instruction delivered in this additional hour complements the 90 minute core reading instructional block, and provides flexible, small group instruction designed to offer extensive opportunities for guided practice, error correction, and feedback. For students at a higher risk of not meeting end of year benchmarks, more time in explicit, systematic instruction on up to three foundational skills or vocabulary and comprehension development will be provided. Explicit instruction in small groups involves more teacher-student interaction, including frequent opportunities for student practice and comprehensible and specific feedback. Core Knowledge Language Arts Assessment and Remediation Guides (Grades K-3), Core Knowledge Language Arts Decoding and Encoding Remediation (Grades 4-5), i-Ready Tools for Instruction (K-5), and Ready Florida Reading (Grades 4-5) are used to provide this instruction.

6. **The intensive reading instruction delivered in this additional hour shall include the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading. Describe the process your district uses to ensure this occurs.**

Core Knowledge Language Arts K-5 systematically builds knowledge within and across grades levels through domains of study in science, history, and literature. The additional hour of reading instruction will include text sets selected to support the close reading, discussion, and writing in response to texts that accelerate content-area learning. Domain-specific vocabulary in addition to general academic vocabulary instruction are explicitly targeted and developed across several days using a variety of instructional activities. Within these units of study, frequent opportunities for extended discussion allow students to practice the language they are learning, and provide formative information for the teacher on the degree to which students are understanding and processing the content. Once students have processed their ideas orally, tasks require students to demonstrate their understanding by writing in response to reading.