

Lafayette 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: Alissa Hingson, Director of Teaching and Learning Services

Contact Email: ahingson@lcsbmail.net

Contact Telephone: 386-294-4137

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	50	52	51	53	57	55	58

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	52	57	49	53	59	56	59

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

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
						16	12
White/African American	18	9	16	14	24		
White/Hispanic	2	0	6	3	9	6	1
Economically Disadvantaged/Non-Economically Disadvantaged						20	18
Students with Disabilities/Students without Disabilities						32	28
English Language Learners/ Non-English Language Learners						12	15
	22	7	17	16	18		

* 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.

The reading allocation expenditures are primarily spent on salaries for a full time reading coach and part time reading intervention teachers at the middle/high school in our district. These positions will impact student achievement by allowing us to provide teachers support with our reading coach through professional development, modeling instructional strategies, observing and providing feedback on instruction, and guidance with data analysis and planning. The part time reading intervention teachers will allow our district to have

specialized, reading endorsed teachers to provide our reading deficient students with an extra class period per day in reading instruction at the middle and high school level.

In addition to using the reading allocation for salaries of personnel, the district will use it to fund expenditures for supplemental instructional materials/supplies to be used in our reading and intensive reading classes. These instructional materials/supplies include books/periodicals for students to read, textbooks, intervention programs, site license for technology support and site licenses for both the middle/high and the elementary school.

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

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

The Director of Teaching and Learning Services is the person at the district level who is responsible for collecting and reviewing student progress monitoring data. This is done in collaboration with the school leaders, (school principals, assistant principals, reading coaches and MTSS coordinators).

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 specific school level progress monitoring data that will be collected at the district level to determine that students are progressing toward the district goals are: Lafayette Elementary School (K-5) uses FSA score data (3rd-5th), I-Ready Progress Monitoring Reading Assessment data (K-5), the student's ELA grades (K-5), and FLKRS (K).

Lafayette High School (6 -12) uses FSA data (6-12), ELA Benchmark Assessments (6-12), student ELA grades (6-12), i-Ready Diagnostic Assessment PM (6-8) and PSAT (8-11).

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

The student progress monitoring data will be collected and reviewed by the district after each progress monitoring assessment window. The FSA scores are reviewed in the summer upon receipt and then throughout the year in comparison to other progress monitoring data. The i-Ready Diagnostic Assessment is given 3 times a school year, beginning (August/September), middle (November/December) and end of the year (May). The ELA Benchmarks at the high school are given at the end of each 9 weeks. PSAT is given once a year in the Fall. This data is reviewed yearly when scores are available and then again in comparison to the FSA.

Using the Performance Matters platform the district is able to collect and review this data in conjunction comparing how students are performing on each assessment, and how they are performing over time.

This data is collected and reviewed in collaboration with the school leaders. The school leaders will present issues and concerns at the district staff meetings following each assessment period.

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

At the district level the Director of Teaching and Learning Services is responsible for ensuring the fidelity of students who are not progressing towards district goals receive 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?

At the district level the Director of Teaching and Learning Services is 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?

The evidence that will be collected to demonstrate the classroom instruction is aligned to grade-level Florida Standards are Florida Standards aligned lesson plans, curriculum maps that are turned in and approved by the school principals, and the classroom observations/walkthroughs that are conducted by the principals, assistant principals, and reading coaches to ensure standards based instruction.

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

In the district, the lesson plans and curriculum maps are supervised by the principals and assistant principals, then shared with the Director of Teaching and Learning Services once a year. The district uses iObservation database to track and maintain all observations performed on teachers at the schools. The Director of Teaching and Learning Services maintains the iObservation database.

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.?

The Director of Teaching and Learning Services 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.

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

\$5003.00

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..**

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

Reading Content – 1-013-001, Reading Endorsement Competency #1 – 1-013.018, Competency #2 – 1-013-019, Competency #3 – 1-013-020, Competency #4 – 1-013-021 (Differentiating Reading Instruction – 1-100-002), Competency #5 1-013-022, Reading Difficulties, Disabilities and Dyslexia – 2-100-018 and 2-100-003,

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.**

<http://lafayette.schooldesk.net/Portals/Lafayette/District/docs/Human%20Resources/Job%20Descriptions/Personnel-Reading%20Coach%20Job%20Description.pdf>

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

Lafayette High School (6th-12th) has a reading/literacy coach funded from the Research-Based Reading Instruction Allocation.

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

Lafayette High School was identified to have the greatest need based on a review of student achievement data and the district's other capabilities of funding. In our district we have two schools, Lafayette Elementary (K-5th) and Lafayette High (6th-12th). The elementary school is a Title 1 school. We are able to fund a reading/literacy coach with Title 1 allocation, therefore, we assessed that Lafayette High was in greater need to have a reading/literacy coach to serve the students who are deficient in reading using the Research-Based Reading Instruction Allocation.

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

- a. **Elementary:**0
- b. **Middle:** one full time reading/literacy coach
- c. **High:** same school as middle school (Lafayette High School is a combo school 6th-12th)

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

The effectiveness of the reading/literacy coach is determined by: 1) iObservation (Lafayette's instructional and leadership improvement system) data from teacher evaluations conducted by the principal; 2) The student growth on progress monitoring data; 3) FSA scores of students and 4) Teacher VAM scores. Additionally, all in-district trainings are surveyed for effectiveness by a participation evaluation in order to obtain feedback from the individuals receiving the service. The principal at each school requests feedback from instructional staff on ways to improve instructional support at the school level. The district surveys both schools at the end of each school year via Survey Monkey in an effort to gain data on the professional development and support given to the teachers.

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

\$85,289.00

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?**

Lafayette High School (6th-12th) will be provided reading intervention teachers to provide intensive interventions funded through the Research-Based Reading Instruction Allocation.

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

Lafayette High School was identified to have the greatest need based on a review of student achievement data and the district's other capabilities of funding. In our district we have two schools, Lafayette Elementary (K-5th) and Lafayette High (6th-12th). The elementary school is a Title 1 school. We are able to fund reading intervention teachers with Title 1 allocation at the elementary school, therefore, we assessed that Lafayette High was in greater need to have reading intervention teachers to serve the students who are deficient in reading using the Research-Based Reading Instruction Allocation.

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

- a. Elementary:**0
- b. Middle:** Two part time reading intervention teachers
- c. High:** Two part time reading intervention teachers

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

\$55,674.00

- 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.:**

At Lafayette Elementary School (K-5th) the following supplemental instructional materials or interventions will be purchased using funds from the Research-Based Reading Instruction Allocation: Power Lessons, PPVT Assessments, Quick Reads, REWARDS, Great Leaps, and other various instructional materials to support students that are deficient in reading.

At Lafayette High School (6th-12th) the following supplemental instructional materials or interventions will be purchased using funds from the Research-Based Reading Instruction Allocation: REWARDS, vocabulary.com site license, classroom library books, grammar instructional support materials, vocabulary support materials, and various other instructional materials to support students that are deficient in reading.

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

\$15,133.00

- 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.**

The other source of funding is Title I, Part A.

Summer Reading Camps

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:** Lisa Newman, Assistant Principal at Lafayette Elementary School

2. **Email Address:** lnewman@lcsbmail.net

3. **Phone Number:** 386-294-2882

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

Lafayette Elementary School

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

a. **Start Date:** June 10, 2019

b. **Which days of the week is SRC offered:** Monday-Thursday

c. **Number of instructional hours per day in reading:** 5.5

d. **End Date:** July 11, 2019

e. **Total number of instructional hours of reading:** 104.5

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.

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

All 3rd graders will take the iReady Diagnostic (AP3) in May, this will serve as the pre-test for the students participating in the Summer Reading Camp. Those students will take the iReady Diagnostic (AP3) again at the end of the Summer Reading Camp, and this will serve as the post-test. The difference between the pre and post test scores will be used as evidence to show growth from instruction in the Summer Reading Camp.

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

District expenditures on reading coaches	85,289.00
District expenditures on intervention teachers	55,674.00
District expenditures on supplemental materials or interventions	15,133.00
District expenditures on professional development	5,003.00
District expenditures on summer reading camps	0.00
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	0.00
Flexible Categorical Spending	0.00
Sum of Expenditures	161,099.00
Amount of district research-based reading instruction allocation for 2019-2020	161,099.00

APPENDIX A

Sign In Sheet for Collaboration of the Development of
Lafayette's 2019-2020 K-12 Comprehensive Research-Based Reading Plan

Lafayette Elementary School March 26, 2019

Name	Position
Alissa Higgins	
Alicia Vann	Reading Coach/MTSS
Sara Newman	AP
Connie Harvey	MTSS
Tommy Guyton	MTSS
ATV	Principal

Lafayette High School April 3, 2019

Name	Position
Lori Sadler	teacher/dept. chair ^{ELA}
Tracy Perry	teacher
Alissa Higgins	
Ryan [unclear]	Principal
Cathy Palomero	Inst Coach/MTSS
Kate [unclear]	teacher

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

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

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

The charts must contain the following information:

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

Lafayette School District—Chart DT1– Grades K-2 Assessment/Curriculum Decision

Assessments for K-2: I-Ready Progress Monitoring Assessment in Reading, Kindergarten Progress monitoring using FLKRS, A Student’s ELA grades to include cold reads and comprehension assessments.		Dates: <ul style="list-style-type: none"> AP1 – August-September AP2 – November-December AP3 - May
If: *Level 1 on I-Ready-Scale Scores: <ul style="list-style-type: none"> AP1, K <332, 1 <376, 2 <430 AP2, K <353, 1 <405, 2 <454 AP3, K <374, 1 <424, 2 <474 <p style="text-align: center;">K- *437 and below on FLKRS</p>	If: * Level 2 on I-Ready-Scale Scores: <ul style="list-style-type: none"> AP1, K <342, 1 <394, 2 <452 AP2, K <366, 1 <423, 2 <479 AP3, K <392, 1 <450, 2 <495 <p style="text-align: center;">K- * 438-496 on FLKRS</p>	If: * Levels 3-5 on I-Ready-Scale Scores: <ul style="list-style-type: none"> AP1, K >342, 1 >394, 2 >452 AP2, K >366, 1 >423, 2 >479 AP3, K >392, 1 >450 2 >495 <p style="text-align: center;">K- *497-529 on FLKRS</p>
Then: <ul style="list-style-type: none"> Students are identified as having substantial reading deficiencies. Students will be provided Tier 3 interventions, as well as Tier 2 interventions Parent is notified in parent conferences and letter home. Note passage level compared to target passage Compare to other assessment data (e.g. DAR or unit test) <p>Targeted Diagnostic Inventory : Diagnostic Assessment of Reading (DAR) scores to determine the level of daily differentiated intervention required for students.</p> <ul style="list-style-type: none"> PA/Phonics level Breakdown of explicit and implicit comprehension questions Fluency score additional time smaller group size more targeted instruction determine frequency by response to intervention graph data problem-solve as needed <p>Programs and Materials:</p> <ul style="list-style-type: none"> Houghton-Mifflin Harcourt Florida Journeys—Tier1-K-2 Success for All Kinder Corner-K Houghton-Mifflin Harcourt Florida Journeys Intervention lessons—Tier 2 & 3 Saxon Phonics—gr K-2 *multisensory interventions Power Lessons –gr. 1-2 Phonics Readers—gr. 1-2 Sequential Phonics—gr. K-2 *multisensory interventions SRA Early Interventions in Reading—gr. 1-2 Decodable phonics readers—gr. K-2 Quick Reads—gr. 2 iReady Reteach Lessons *multisensory interventions Reciprocal Teaching K-2 *multisensory interventions 	Then: <ul style="list-style-type: none"> Students will be provided Tier 2 interventions. Parent is notified in parent conferences and letter home. Note passage level compared to target passage Compare to other assessment data (e.g. Diagnostic Reading Assessment or unit test, and cold reads) <p>Targeted Diagnostic Inventory DAR Diagnostic Assessment of Reading scores to determine the level of daily differentiated intervention required for students.</p> <ul style="list-style-type: none"> P.A./Phonics level Breakdown of explicit and implicit comprehension questions. Fluency score <p><i>*Consider multiple data elements when determining instructional needs and grouping, especially of students falling in the high level 1 and low level 2. Some students in this range may need intensified interventions (more time and smaller group size). Determine specific areas of intervention. Progress monitor based on Response to Intervention and graph data.</i></p> <p>Programs and Materials:</p> <ul style="list-style-type: none"> Houghton-Mifflin Harcourt Florida Journeys —Tier 1-K-2 Ready reading curriculum K-2 Success for All Kinder Corner-K Voyager Passport—Tier 2 Saxon Phonics—gr K-2 *multisensory interventions Power Lessons –gr. 1-2 Phonics Readers—gr. 1-2 Sequential Phonics—gr. K-2 *multisensory interventions Quick Reads—gr. 2 Great Leaps – gr. K-2 iReady Reteach Lessons *multisensory interventions Reciprocal Teaching K-2 *multisensory interventions 	Then: <ul style="list-style-type: none"> Note passage level used for Reading Comprehension compared to target passage. 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. Determine the breakdown of explicit and implicit questions Provide comprehension instruction focused on strategic listening/reading that includes explicit instruction in using before, during, and after comprehension strategies. Provide explicit instruction on retelling. <p>Programs and Materials:</p> <ul style="list-style-type: none"> Houghton-Mifflin Harcourt Florida Journeys—Tier 1-K-2 Ready reading curriculum Reciprocal Teaching K-2 Success for All Kinder Corner -K Appropriate leveled text for small group <p>Small group differentiated instruction that focuses on before, during, and after strategies.</p>

LCSD Elementary Chart DTI Continued Gr. 3-5 Assessment/Curriculum Decision Tree

Assessments for 3-5: FSA-ELA, I-Ready Progress Monitoring Assessment in Reading, Student’s ELA grades to include cold reads and comprehension assessments.

If: Level 1 on FSA-ELA (4th and 5th Grades), I-Ready- Scale Scores (3rd Grade):

- AP1, Gr.3 <472
- AP2, Gr.3 <490
- AP3, Gr.3 <500

If: Level 2 on FSA-ELA (4th and 5th Grades), I-Ready – Scale Scores (3rd Grade):

- AP1, Gr.3 <495
- AP2, Gr.3 <511
- AP3, Gr.3 <522

If: Levels 3-5 on FSA-ELA (4th and 5th Grades), I-Ready – Scale Scores (3rd Grade):

- AP1, Gr.3 >495
- AP2, Gr.3 >511
- AP3, Gr.3 >522

Then:

- Students are identified as having substantial reading deficiencies.
- Students will be provided Tier 3 interventions, as well as Tier 2 interventions
- Parent is notified with test score report, during first week of school with a letter home, also at first parent conference at the beginning of the year
 - DAR (Diagnostic Assessments of Reading)
 - Compare to other assessment data (e.g. Diagnostic Reading Assessment or unit test, and cold reads)
 - Provide intensive instruction in word study/ word recognition
 - Work on applying decoding strategies to connected text to reinforce purpose of strategies
 - Build fluency as accuracy increases and focus on comprehension strategies
 - Provide differentiated small group instruction
 - Determine intensity of intervention and frequency of progress monitoring (OPM) based on response to intervention.
 - Graph data.

It is important to listen to students read to collect multiple data points before determining students’ instructional needs.

Program and Materials:

- Houghton Mifflin Harcourt Florida Journeys —Tier 1
- Houghton Mifflin Harcourt Florida Journeys intervention lessons
- REWARDS *multisensory interventions
- iReady Reteach Lessons *multisensory interventions
- Ready Curriculum
- Crack the Code *multisensory interventions
- Reciprocal Teaching *multisensory interventions

Then:

- Students will be provided Tier 2 interventions.
- Parent is notified with test score report, during first week of school with a letter home, also at first parent conference at the beginning of the year
 - Work on text reading efficiency (comprehension and fluency).
 - Assess fluency
 - If not fluent (accuracy or rate) practice with repeated readings, cued phrases, etc.
 - If reading is fluent, then teach using a comprehension focus.
 - Provide differentiated small group instruction.
 - Determine intensity of intervention and frequency of progress monitoring based on response to intervention.
 - Provide enhanced instruction in the high level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.
 - Provide differentiated small group instruction during reading block.
 - Graph data.

Program and Materials:

- Houghton Mifflin Harcourt Florida Journeys—Tier 1
- Ready - Tier 1
- Houghton Mifflin Harcourt Florida Journeys intervention lessons
- Quick Reads
- Variety of appropriate leveled text
- Differentiated small group instruction
- Word of the Day activities
- Reciprocal teaching *multisensory interventions
- CRISS strategies *multisensory interventions
- iReady Reteach Lessons*multisensory interventions

Then:

Provide appropriate level of instruction in high level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.

Analyze other formative assessments.

*Note on students not making progress, instruction will be intensified accordingly. Problem-solving teams will try different methods or materials to ensure learning is accelerated.

Program and Materials:

- Houghton Mifflin Harcourt Florida Journeys —Tier 1
- Ready – Tier 1
- Provide differentiated small group instruction using appropriate leveled text
- Provide opportunities for content reading and research in centers
- Reciprocal teaching
- CRISS strategies
- Essential Six FRI strategies

Lafayette School District Middle School—Chart DT2– Grades 6-8 Assessment/Curriculum Decision Tree

Assessments for 6-8: FSA ELA

If: Level 1 on FSA ELA

Then:

Students are identified as having substantial reading deficiencies.

Students will be provided Tier 3 interventions, as well as Tier 2 interventions.

Student is given high quality instruction at grade level in core ELA course, plus appropriate complex text and reading strategies in content areas.

In addition to the core ELA course, the student is placed in an Intensive Reading course taught by a reading endorsed teacher.

Targeted Diagnostic Inventory :

iReady Diagnostic Assessment in reading is used to determine the student’s areas of reading deficiencies. This data is used to plan and implement small group instruction to increase the proficiency in these areas of deficiency.

If the student is not responding to the intervention nor making progress, they will be furthered diagnosed by using the Diagnostic Assessment of Reading (DAR) to further determine the level of daily differentiated intervention required for students such as:

- PA/Phonics level
- Breakdown of explicit and implicit comprehension questions
- Fluency score
- additional time
- smaller group size
- more targeted instruction
- determine frequency by response to intervention
- graph data
- problem-solve as needed

Programs and Materials:

Intensive Reading Course:

- iReady
- REWARDS
- Vocabulary.com
- MobyMax
- Other Standards based materials

If: Level 2 on FSA ELA

Then:

Students will be provided Tier 2 interventions.

Student is given high quality instruction at grade level in core ELA course, plus appropriate complex text and reading strategies in content areas.

In addition to the core ELA course, the student is placed in an Intensive Reading course.

Targeted Diagnostic Inventory:

iReady Diagnostic Assessment in reading is used to determine the student’s areas of reading deficiencies. This data is used to plan and implement small group instruction to increase the proficiency in these areas of deficiency.

Multiple data elements will be considered when determining instructional needs and grouping. Specific areas of intervention will be determined. Progress will be monitored based on Response to Intervention and graph data.

Programs and Materials:

Intensive Reading Course:

- iReady
- REWARDS
- Vocabulary.com
- MobyMax
- Other Standards based materials

Content Areas:

- complex text
- graphic organizers
- vocabulary, writing, and comprehension strategies

If: Levels 3-5 on FSA ELA

Then:

Student is given high quality instruction at grade level in core ELA course, plus appropriate complex text and reading strategies in content areas.

In addition, every middle school student will have an additional reading class where state standards are taught, and the iReady diagnostic will be used to help enrich students on and above grade level with small group instruction. Khan Academy is used to help enrich students on and above grade level with small group instruction for 8th grade students who have tested out of iReady.

Programs and Materials:

Core ELA Course:

- Khan Academy (tied to PSAT score)
- Pearson Literature
- Odell Education
- MobyMax
- Vocabulary.com
- other standards based materials

Content Areas:

- complex text
- graphic organizers
- vocabulary, writing, and comprehension strategies

Lafayette School District High School—Chart DT3– Grades 9-12 Assessment/Curriculum Decision Tree

Assessments for 9-12: FSA-ELA

If: Level 1 on FSA-ELA	If: Level 2 on FSA-ELA	If: Levels 3-5 on FSA-ELA
<p>Then: Students are identified as having substantial reading deficiencies.</p> <p>Students will be provided Tier 3 interventions, as well as Tier 2 interventions.</p> <p>Student is given high quality instruction at grade level in core ELA course, plus appropriate complex text and reading strategies in content areas.</p> <p>In addition to the core ELA course, the student is placed in an Intensive Reading course taught by a reading endorsed teacher.</p> <p>Targeted Diagnostic Inventory : Multiple data elements will be considered when determining instructional needs and grouping. Specific areas of intervention will be determined. Progress will be monitored based on Response to Intervention and graph data. These data elements will include FSA ELA data, ELA Benchmark assessments in the core ELA class, ELA grades, and PSAT data.</p> <p>If the student is not responding to the intervention nor making progress, they will be furthered diagnosed by using the Diagnostic Assessment of Reading (DAR) or an iReady Diagnostic Assessment to further determine the level of daily differentiated intervention required for students such as:</p> <ul style="list-style-type: none"> ▪ PA/Phonics level ▪ Breakdown of explicit and implicit comprehension questions ▪ Fluency score ▪ additional time ▪ smaller group size ▪ more targeted instruction ▪ determine frequency by response to intervention ▪ graph data ▪ problem-solve as needed <p>Programs and Materials: Intensive Reading Course:</p> <ul style="list-style-type: none"> ▪ REWARDS ▪ Vocabulary.com ▪ MobyMax ▪ iReady ▪ Khan Academy (tied to PSAT score) ▪ Other Standards based materials 	<p>Then: Students will be provided Tier 2 interventions.</p> <p>Student is given high quality instruction at grade level in core ELA course, plus appropriate complex text and reading strategies in content areas.</p> <p>In addition to the core ELA course, the student is placed in an Intensive Reading course taught by a reading endorsed teacher.</p> <p>Targeted Diagnostic Inventory: Multiple data elements will be considered when determining instructional needs and grouping. Specific areas of intervention will be determined. Progress will be monitored based on Response to Intervention and graph data. These data elements will include FSA ELA data, ELA Benchmark assessments in the core ELA class, ELA grades, and PSAT data.</p> <p>Programs and Materials: Intensive Reading Course:</p> <ul style="list-style-type: none"> ▪ REWARDS ▪ Vocabulary.com ▪ Khan Academy (tied to PSAT scores) ▪ Other Standards based materials <p>Content Areas:</p> <ul style="list-style-type: none"> ▪ complex text ▪ graphic organizers ▪ vocabulary, writing, and comprehension strategies 	<p>Then: Student is given high quality instruction at grade level in core ELA course, plus appropriate complex text and reading strategies in content areas.</p> <p>In addition, every 9th grade student will have an additional reading class where state standards are taught and Khan Academy (tied to PSAT scores) is used to help enrich students on and above grade level with small group instruction</p> <p>Programs and Materials: Core ELA Course:</p> <ul style="list-style-type: none"> ▪ Pearson Literature ▪ Odell Education ▪ Vocabulary.com ▪ Khan Academy (tied to PSAT scores) ▪ other standards based materials <p>Content Areas:</p> <ul style="list-style-type: none"> ▪ complex text ▪ graphic organizers ▪ vocabulary, writing, and comprehension strategies