

## Santa Rosa 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:** Patti McKnight

**Contact Email:** [mcknightp@santarosa.k12.fl.us](mailto:mcknightp@santarosa.k12.fl.us)

**Contact Telephone:** 850-983-5045

### 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	64	66	65	66	64	68	72

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	55	57	58	59	55	61	62

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	15
White/African American	22	20	23	18	21		
White/Hispanic	6	5	3	3	3	3	3
Economically Disadvantaged/Non-Economically Disadvantaged						16	15
Students with Disabilities/Students without Disabilities						34	30
English Language Learners/ Non-English Language Learners						29	27
	40	37	32	30	36		

\* 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.**

After reviewing data from the EduData site, district benchmark assessment data, and through collaboration with school administrators and teachers, decisions are made for expenditures from the reading allocation. In 2017-18, the reading allocation funds supported the purchase of a district progress monitoring tool to help identify students who may have a reading deficiency. This year expenditures will build on that by purchasing and providing training on a reliable diagnostic tool, DAR second edition with TTS. This tool will allow us to not only drill down to the skill level, but will also provide teacher lessons to be used to fill those gaps.

In addition, the district has formed a Literacy Team tasked with researching and finding an appropriate Tier III intervention to target all students with intensive reading deficiencies. The ESE and ELL subgroups will also benefit from a systematic, explicit and multisensory program of instruction. Funds from the allocation will be used to provide the materials and training for teachers, reading coaches, and Academic Intervention Specialists.

Funding for professional development will continue to support new teachers, administrators, and reading coaches as required by HB7069.

Technology enhanced programs such as Mindplay Virtual Reading Coach and Imagine Learning will be purchased for those subgroups specifically. While the computer programs may be a supplement to Tier 1 instruction, the materials provided to the teacher will allow them to work in smaller groups or on-one with students in a Tier 2 setting to close specific reading gaps.

Reading Coaches will be funded for our schools in need to provide support in core literacy instruction, remediation programs and strategies, and data analysis.

**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?**

District level staff, to include the Assistant Superintendent for Curriculum, Instruction, and Assessment, the Literacy Coordinator, the Grade Level Director, the Director of Special Education, Director of Federal Programs and the Director of Continuous Improvement will monitor the improvement of all students.

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

Performance data from 2 secondary and 3 elementary district formative assessments (STAR and STAR Early Literacy) for grades K-10 and for Level 1 and Level 2 11<sup>th</sup>-12<sup>th</sup> grade students will be collected and reviewed. Other sources of performance data will include intervention program assessment data, classroom assessment grades, skill specific assessment tools, and when needed, data from the Diagnostic Assessment of Reading.

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

Student progress monitoring data will be collected and reviewed by the district twice a year for secondary and three times a year for elementary for all teachers, grade levels, and schools. If an area of need is identified, monitoring will be increased, resources reviewed, and the relevant support will be provided.

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

The Director of Continuous Improvement, Grade Level Directors, Director of Exceptional Student Education, Director of Federal Programs and the Literacy/ ESOL Coordinator will work with district and school level MTSS teams to ensure fidelity for students not progressing towards district goals.

**5. In regard to district-level monitoring of instructional alignment to grade-level Florida Standards, please address the following:**

**A. Who at the district-level is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards?**

District Grade Level Directors work closely with school level administrators to ensure that classroom instruction is aligned to grade-level Florida Standards.

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

Administrators at each school site will utilize evidence from teacher observations, walkthroughs, and data chats. Teacher lesson plans can be formally and informally collected to demonstrate that instruction is aligned to grade-level Florida Standards and is based on data and student needs.

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

This evidence will be collected quarterly at the school site and district level MTSS team members will review with administrators once each year for schools on track and two times per year with struggling schools.

**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 Instructional Technology and Professional Development will work with the Literacy Coordinator to ensure that every professional development activity funded through the Research-Based Instructional Allocation is appropriately entered into the district Professional Learning Catalog.

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

\$60,000.00

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

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

The Professional Learning Center is in the process of updating the Professional Learning Catalog. Once this task is complete and School Board approved, the Catalog will be available on the district web site with courses and course numbers. Updates will be provided to the Just Read! Florida office.

### **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.**
  1. Currently hold a valid Florida Teaching Certificate
  2. Three years of successful teaching experience at the elementary, middle, or high school level
  3. Hold K-12 Reading endorsement of K-12 reading certification
  4. Have met ESOL in-service requirements for the content area of assignment
  5. Have a successful experience conducting professional development activities in literacy and/or experience in other leadership roles
  6. Have demonstrated a commitment to continuing personal professional development to remain abreast of current trends in literacy education and the implementation of these trends in the classroom
  7. <https://srcsdhumanresources.weebly.com/instructional-job-descriptions.html>

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

At the time of the development of the Research-Based Reading Allocation Plan, current data is not available to make definite decisions regarding reading/literacy coach placement. Based on previous year performance/need the following schools will have reading/literacy coaches funded from the allocation: Central, East Milton, W.H. Rhodes, Bennett Russell, King, Bagdad, Pea Ridge, Avalon and Hobbs. District coaches will provide support and professional development to any school not assigned a reading/literacy coach.

**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.**

Once FSA ELA Assessment scores have been released to districts, Reading/Literacy Coaches will be placed at schools identified through data as having the greatest need in student proficiency in ELA, learning gains in ELA, and openness of administration and staff to the coaching model. Every effort is made to make the best match of school culture and reading coach personality/skill level. District coaches will provide support and professional development to any school not assigned a reading/literacy coach.

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

- a. Elementary:6
- b. Middle:3
- c. High:0

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

Follow-up/collaboration forms for modeled lessons; coaching conference forms to determine next steps; professional development follow-up forms; student work samples; teacher lesson plans; lesson reflection forms; administrative observation/walk-throughs following professional development, teacher retention rates, student data, and survey information will be data used to measure the effectiveness of reading/literacy coaches.

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

\$730,000.00

## **Supports for Identification and Intervention of Students with Reading Deficiencies**

Districts are required to submit Identification and Intervention Decision Trees which can be found in Appendix B.

Please answer the following questions regarding the use of the Research-Based Reading Instruction Allocation in support of the identification and intervention of students with reading deficiencies:

**1. Which schools will be provided reading intervention teachers to provide intensive interventions funded through the Research-Based Reading Instruction Allocation?**

1

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

Yes. Reading Allocation funds will be used to provide a portion of a district lead Academic Intervention Specialist. This position will provide support at the most needy school and training for other interventionists.

**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.:**

STAR and/or STAR Early Literacy for all K-10, and Level 1 and Level 2 11<sup>th</sup> and 12<sup>th</sup> grade students, Diagnostic Assessment of Reading Kits for each elementary school, Mindplay Virtual Reading Coach, Phonics for Reading, and Imagine Learning specifically for elementary ELL students, iReady for middle school students in Intensive ELA courses.

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

\$316,139.00



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.**

A portion of the intensive interventions will be purchased through Title I and IDEA funds.

### **Summer Reading Camps**

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:** April Martin, Elementary Director and Patti McKnight, Literacy and ESOL Coordinator
2. **Email Address:**[martina@santarosa.k12.fl.us](mailto:martina@santarosa.k12.fl.us) OR [mcknightp@santarosa.k12.fl.us](mailto:mcknightp@santarosa.k12.fl.us)
3. **Phone Number:**850-983-5150
4. **Please list the schools which will host a SRC:**

West Navarre Intermediate, Bennett C. Russell Elementary, SS Dixon Intermediate, Bagdad Elementary, East Milton Elementary, Rhodes Elementary, Jay Elementary

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 - Friday
- c. **Number of instructional hours per day in reading:**5 hours
- d. **End Date:** July 12, 2019
- e. **Total number of instructional hours of reading:**120 hrs.

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, all teacher selected to deliver SRC instruction will be rated highly effective as determined by their evaluation.

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

There will be 1 teacher for every 10 students in attendance.

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

Reading Allocation Funds will not be utilized for students in grades other than grade 3.

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

All 3<sup>rd</sup> grade students will take the STAR Assessment during the last two weeks of May. Small group instruction will take place during Summer Reading Camp based on student need. Students will have the opportunity to demonstrate growth through either the successful completion of the approved Portfolio or a STAR score of 50<sup>th</sup> percentile. The STAR Assessment data will be compared between the 3<sup>rd</sup> grade group and the Summer Reading Camp group to determine if instruction during Summer Reading Camp impacted learning.

**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	\$7,500.00
District expenditures on reading coaches	\$730,000.00
District expenditures on intervention teachers	\$17,289.00
District expenditures on supplemental materials or interventions	\$316,139.00
District expenditures on professional development	\$60,000.00
District expenditures on summer reading camps	\$160,000.00
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	\$0
Flexible Categorical Spending	\$0
Sum of Expenditures	1,290,928.00
Amount of district research-based reading instruction allocation for 2019-2020	\$1,290,928.00

## APPENDIX A

## Literacy Plan Work Groups

April 17, 2019

Print Name	Signature	Title/Position
Emily Donaldson	EDonal	Principal
Vickie Caite	VCaite	Education Supervisor @ Santa Rosa Correctional Institution
Timothy W. Short	Timothy W. Short	PRINCIPAL
Kelly Rohan	Kelly Rohan	Teacher / Interventionist
Kasie Windfelder	Kasie Windfelder	Asst. Principal
Mandy King	Mandy King	ISA Secondary Literacy
Misty Bray	Misty Bray	Teacher
Charlotte Boling	Charlotte Boling	Literacy Coach
Vanessa AUS	Vanessa AUS	ESE Program Facilitator
Beth Lees	Beth Lees	Literacy Coach
Audrey Goodwin	Audrey Goodwin	AIS-BRE
Stephanie Alexander	Stephanie Alexander	Literacy Coach
Stacey Jordan	Stacey Jordan	teacher
Patti McKnight	Patti McKnight	Literacy Coordinator



## 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;

**Grades K-5 Identification/Intervention Decision Tree**

**Chart D1: K-5** The STAR or STAR Early Literacy diagnostic will be administered three times per year to monitor student progress toward end of the year mastery of the Language Arts Florida Standards and to provide further instructional information so that students will achieve to their highest ability level. Students are identified and will receive instruction based on the MTSS process. A Progress Monitoring Plan (PMP) will be developed to identify and address the child’s reading deficiencies and shared with the child’s parents as described in State Statute 1008.25. Revisions may be made as needed.

Grade Level	Assessment	Benchmark	Tiered Instruction
<p style="text-align: center;"><b><u>K</u></b></p>	<p>STAR Early Literacy, and the Letter Naming and Letter Sound Screener will be administered to all students (including ESE) within the first 30 days of school. STAR Early Literacy will be administered again in early December, and mid-March to early April.</p>	<p>All students</p>	<p><b>Tier 1</b> Standards-based instruction for all students (including ESE and ELL) to include Print Awareness, Phonological Awareness, Phonemic Awareness, Phonics, Vocabulary, Comprehension, and Writing. Instruction must follow a developmental reading continuum and will be delivered by the classroom teacher during the 90-minute reading block.  <b>Programs/Materials: Core:</b> <i>Journeys</i>, Small group materials <b>Supplemental:</b> <i>Imagine Learning, i-Ready, Study Island, etc.</i></p>
		<p>Students who score in Intervention (25<sup>th</sup>% or below) range on STAR Early Literacy and cannot identify 50% of the letters and sounds</p>	<p><b>Tier 2</b> Utilize the STAR Early Literacy diagnostic report and ranking sheets containing readiness indicators (letter naming and letter sounds) to identify focus skills and provide a targeted intervention pathway. Supplemental differentiation outside of the 90-minute reading block and more frequent monitoring will be provided. A Progress Monitoring Plan (PMP) will be triggered by the classroom teacher or the MTSS Team. Students (including ESE and ELL) will be coded in the Student Information System with an A.  <b>Programs/Materials:</b> Targeted skills lessons, Small group model targeted skills lesson, <i>Imagine Learning</i> teacher materials, <i>iReady</i> teacher materials, <i>Ready Florida</i>, FCRR Materials, <i>Mindplay Virtual Reading Coach</i>, <i>FastForward</i>, etc.</p>
		<p>Students who score in the Urgent Intervention (10<sup>th</sup>% or below) range and 25% or fewer of the letters and sounds are identified as students with substantial deficits in reading and will be administered further diagnostic assessments from <i>Journeys</i> Emerging Literacy Survey to determine intensive needs.</p>	<p><b>Tier 3</b> In addition to Tier 2 interventions, utilize the STAR Early Literacy diagnostic report and ranking sheets containing other readiness indicators (phonemic awareness, concepts of print, decoding) to identify focus skills and provide a learning pathway. Supplemental differentiation outside of Tier 2 to provide explicit, systematic and sequential multisensory* intervention delivered by a certified/endorsed reading teacher and more frequent progress monitoring will be provided. A Progress Monitoring Plan (PMP) will be <b>adjusted</b> by the MTSS Team. Students (including ESE and ELL) will be coded in the Student Information System with a B.  <b>Programs/Materials:</b> Intensive skills lessons one-to-one, or in groups of no more than 3 students. Intensive Intervention Program to be decided.</p>

Grade Level	Assessment	Benchmark	Instruction
<p><b>1<sup>st</sup> Grade</b></p>	<p>STAR Early Literacy, Word Recognition Screener and Sentence Dictation Screener will be administered to all students (including ESE and ELL) within the first 30 days of school. STAR Early Literacy will be administered again in <b>January</b>, and mid-March to early April.</p>	<p>All students</p>	<p><b>Tier 1</b> Standards-based instruction for all students (including ESE and ELL) to include Phonemic Awareness, Phonics, Vocabulary, Comprehension, and Writing. Instruction must follow a developmental reading continuum and will be delivered by the classroom teacher. <b>Programs/Materials: Core:</b> <i>Journeys</i>, Small group materials <b>Supplemental:</b> <i>Imagine Learning, i-Ready, Study Island</i>, etc.</p>
		<p>Students who score in Intervention range (25<sup>th</sup>% and below) and any score below 15 on sentence dictation and less than 20 high frequency words will be identified as students needing Targeted Intervention (Tier 2)</p>	<p><b>Tier 2</b> Utilize the STAR Early Literacy diagnostic report and ranking sheets containing readiness indicators (Sentence Dictation Screener) to identify focus skills and provide a targeted learning pathway. Supplemental differentiation outside of the 90-minute block and more frequent monitoring will be provided. A Progress Monitoring Plan (PMP) will be triggered by the classroom teacher <b>and the MTSS Team</b>. <b>Programs/Materials:</b> Targeted skills lessons, <i>Imagine Learning</i> teacher materials, <i>iReady</i> teacher materials, <i>Ready Florida</i>, FCRR Materials, <i>Mindplay Virtual Reading Coach, FastForward</i> Students (including ESE and ELL) will be coded in the Student Information System with an A.*</p>
		<p>Students who score in the Urgent Intervention (10<sup>th</sup>% and below) range and below 6 on the sentence dictation screener and less than 5 high frequency words will be identified as having substantial reading difficulties and administered further diagnostic assessments (<i>Journeys</i> Emerging Literacy Survey, specific skill screener) to determine intensive needs.</p>	<p><b>Tier 3</b> In addition to Tier 2 interventions, utilize the STAR Early Literacy diagnostic report and ranking sheets containing other readiness indicators (Sentence Dictation Screener) to identify focus skills and provide an intensive learning pathway. Supplemental differentiation to provide explicit, systematic, sequential and multisensory* Intensive intervention and more frequent progress monitoring will be provided. The Progress Monitoring Plan (PMP) will be <b>adjusted to Tier 3</b> by the MTSS Team. Students (including ESE and ELL) will be coded in the Student Information System with a B. <b>Programs/Materials:</b> Intensive skills lessons one-to-one or small groups of no more than 3 students. Intensive Intervention Program to be decided.</p>

**Grades 2-5 – Standards Benchmark Assessment – STAR – to be administered during the first 30 days, **January** and mid-March to early April**

<p><b>Tier 1</b> instruction for all students (including ESE and ELL students)</p>	<p><b>IF:</b> Student scores in the Intervention (25<sup>th</sup>% or below) on STAR, a Grade Level Passage (GLP) with Comprehension will be administered. Students who are not proficient may be administered a skill- based screener (phonics, vocabulary). If the skill-based screener indicates a skill deficit, the student (including ESE and ELL) will receive targeted <b>Tier 2</b> intervention outside of the 90-minute block. A PMP will be developed by the teacher and triggered by the district in grades 4 and 5 based on FSA ELA. Students will be coded in the Student Information System with an A.*</p>	<p><b>IF:</b> Student scores in the Urgent Intervention (10<sup>th</sup> % level on STAR and a Grade Level Passage (GLP) with Comprehension score that is not proficient will be administered a skill- based screener (phonics, vocabulary). Students (including ESE and ELL) who are not proficient will receive intensive <b>Tier 3</b> intervention outside of the 90-minute block by a reading certified/endorsed teacher. A PMP will be developed by the teacher and triggered by the district in grades 4 and 5 based on FSA ELA. Students will be coded in the Student Information System.</p>
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<p><b>Instruction delivered by the classroom teacher:</b></p> <ul style="list-style-type: none"> <li>• Provide whole group and small group grade level instruction and enrichment in high level reasoning skills, phonics, vocabulary, reading comprehension, writing and fluency practice strategies</li> <li>• Provide differentiated small group instruction using appropriate leveled text.</li> <li>• Provide a variety of opportunities to strengthen content reading and writing</li> </ul> <p><b>Programs and Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>HMH Journeys</i> (CCRP)</li> <li>• Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies</li> <li>• Delivery during the 90-minute reading block</li> <li>• FCRR Literacy Center Follow-up</li> <li>• CPALMS activities</li> <li>• Paired and independent reading across various genres</li> <li>• Extension of activities through technology/STEAM</li> <li>• <i>Imagine Learning, iReady, Study Island</i></li> </ul>	<ul style="list-style-type: none"> <li>• Provide whole group and small group grade level instruction in high level reasoning skills, phonics (grade 2), vocabulary, reading comprehension, writing and fluency practice strategies</li> </ul> <p><b>Targeted Intervention delivered by teacher, paraprofessional, or UWF Mentor:</b></p> <ul style="list-style-type: none"> <li>• Provide additional strategies for text reading efficiency (word study, vocabulary, comprehension and fluency).</li> <li>• Provide differentiated small group instruction to determine and target student specific need.</li> </ul> <p><b>Programs and Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>HMH Journeys</i> (CCRP) Intervention</li> <li>• Appropriate leveled text for small group differentiated instruction focusing on before, during and after</li> <li>• Delivery after the 90-minute reading block – time based on the intervention</li> <li>• FCRR Literacy Center Follow-up</li> <li>• CPALMS activities</li> <li>• Paired and independent reading across various genres</li> <li>• Extension of activities through technology/STEAM</li> <li>• Beverly Tyner’s Differentiated Word Study</li> <li>• Phonics for Reading</li> <li>• <i>Mindplay Virtual Reading Coach</i></li> <li>• <i>Imagine Learning</i> – teacher lessons</li> <li>• <i>iReady</i> – teacher lessons</li> <li>• <i>Ready Florida</i> – small group targeted skills</li> <li>• MTSS Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Provide whole group and small group grade level instruction in high level reasoning skills, phonics (grade 2), vocabulary, reading comprehension, writing and fluency practice strategies</li> </ul> <p><b>Intensive Intervention delivered by a reading certified/endorsed teacher, Academic Intervention Specialist, or Interventionist:</b></p> <ul style="list-style-type: none"> <li>• Determine Phonemic Awareness, Phonics, or Vocabulary level through assessment data</li> <li>• Provide intensive, targeted differentiated small group instruction to meet individual student need.</li> <li>• Students scoring in the lowest 10th% will need additional intervention (more time and smaller group size) in addition to or an extension of the 90- minute reading block and (Tier 2)- time based on intervention.</li> </ul> <p><b>Programs and Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>HMH Journeys</i> (CCRP) Intervention</li> <li>• Appropriate leveled text for small group</li> <li>• FCRR Literacy Center Follow-up</li> <li>• CPALMS activities</li> <li>• Beverly Tyner’s Differentiated Word Study</li> <li>• Phonics - <i>Phonics for Reading</i></li> <li>• Fluency – <i>6-Minute Solution</i></li> <li>• Comprehension – <i>Comprehension Toolkit</i></li> <li>• Expanding Expressions Tool Kit*(multisensory)</li> <li>• SIPPS* (multisensory)</li> <li>• Intensive Intervention Program - TBD</li> </ul>
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- **Santa Rosa Chart D2: 6-8: All students (including ESE and ELL) will receive core standards instruction (Tier 1) through Language Arts or Advanced Language Arts course.** The STAR diagnostic will be administered two times per year to monitor student progress toward end of the year mastery of the Language Arts Florida Standards and to provide further instructional information so that students will achieve their highest ability level. **Flexibility options:** All students are monitored through the MTSS process. This will allow schools to make deliberate placement of low-performing students in ELA courses with highly qualified and/or highly effective teachers. These students will be monitored, and adjustments made to placement if data indicates that they are not making progress. A Progress Monitoring Plan (PMP) will be triggered by the district for all FSA ELA Level 1 and Level 2 students and developed to identify and address the student’s reading deficiencies and shared with the student’s parent. Students will be coded in the SIS to indicate when and where remediation is occurring. Revisions may be made as needed.

## Tier 2

### Instruction/Placement:

- Remediation/Intervention may be provided in either a course identified through state required coding by a Reading certified/endorsed teacher or a Core Content Course with Intensive ELA Teacher support. ESE students may also be in a support/push-in ELA class.
- Provide additional strategies for text reading efficiency (vocabulary, comprehension and fluency).
- Students not responding and making progress will be further diagnosed through our MTSS process and instruction will be modified to be more explicit and in smaller groups.

### Programs and Possible Materials:

- CPALMS activities
- Paired and independent reading across various genres
- DBQ or Mini Q’s in Literacy
- Materials from *NewsELA*, *CommonLit*, and other resources
- Extension of activities through technology/STEAM(Science, Technology, Engineering, Arts, and Mathematics)
- *Note and Notice* strategies

## Tier 3

### Instruction/Placement:

- Remediation/Intervention may be provided in an additional Intensive ELA Course; ESE students are also in a support/push-in ELA class OR placement in a Co-teach Model with a Reading Endorsed and Content Endorsed teacher.
- Provide a variety of opportunities to strengthen content reading and writing
- Provide targeted differentiated small group instruction to meet individual student need.
- Students not responding to this intensive intervention will be further diagnosed with Diagnostic Assessment of Reading (DAR) and will receive instruction through additional or alternative materials to accelerate reading success.

### Programs and Possible Materials:

- CPALMS activities
- Paired and independent reading across various genres
- *IReady*
- *Ready Florida*
- DBQ or Mini Q’s in Literacy
- Materials from *NewsELA*, *CommonLit*, and other resources
- *Note and Notice* strategy instruction in comprehension
- Extension of activities through technology/ STEAM(Science, Technology, Engineering, Arts, and Mathematics)
- *Mindplay Virtual Reading Coach* –Phonics, Vocabulary

- **Santa Rosa Chart D3: 9-12: All students will receive core standards instruction through Language Arts or Honors Language Arts course.** The STAR Assessment will be administered two times per year to monitor student progress toward end of the year mastery of the Language Arts Florida Standards to students in grades 9 and 10 and to Level 1 and Level 2 11<sup>th</sup> and 12<sup>th</sup> graders to provide further instructional information so that students will achieve their highest ability level. **Flexibility options:** All students are monitored through the MTSS process. This will allow schools to make deliberate placement of low-performing students in ELA courses with highly qualified and/or highly effective teachers. These students will be monitored, and adjustments made to placement if data indicates that they are not making progress. A Progress Monitoring Plan (PMP) will be triggered by the district for all FSA ELA Level 1 and Level 2 students and developed to identify and address the student’s reading deficiencies and shared with the student’s parent. Students will be coded in the SIS to indicate when and where remediation is occurring. Revisions may be made as needed.

## Tier 2

## Tier 3

### Instruction/Placement:

- Students will be screened with STAR Reading during the first 30 days of school. Any student who scores in Intervention/Urgent Intervention will receive support through Tier 2. Remediation/Intervention may be provided in either a course identified through state required coding by a Reading certified/endorsed teacher or a Core Content Course. ESE students may also be in a support/push-in ELA class with a reading certified/endorsed teacher.
- Provide additional strategies for text reading efficiency (vocabulary, comprehension and fluency).
- Students not responding and making progress will be further diagnosed with *Diagnostic Assessment of Reading* (DAR) through our MTSS process and instruction will be modified to be more explicit and in smaller groups.

### Programs/ Possible Materials:

- CPALMS activities
- Paired and independent reading across various genres
- DBQ or Mini Q’s in Literacy
- Materials from *NewsELA*, *CommonLit*, and other resources
- Extension of activities through technology/STEAM(Science, Technology, Engineering, Arts, and Mathematics)
- Inquiry-based Learning Projects

### Instruction/Placement:

- Remediation/Intervention may be provided in an additional Intensive ELA Course; ESE students are also in a support/push-in ELA class OR placement a Core Content Course with Reading certified/endorsed teacher support.
- Students scoring in this range will need additional intervention
- Provide a variety of opportunities to strengthen content reading and writing
- Provide targeted differentiated small group instruction to meet individual student need based on Grade Level Passage (GLP) with Comprehension screener.
- Students not responding to this intensive intervention will be further diagnosed with *Diagnostic Assessment of Reading* (DAR) and may receive instruction through additional or alternative materials to accelerate reading success.
- Students may be pulled out of non-core classes to receive small group/one-one skill specific intensive intervention by a certified/endorsed reading interventionist.

### Programs/ Possible Materials:

- CPALMS activities
- Paired and independent reading across various genres
- DBQ or Mini Q’s in Literacy
- Materials from *NewsELA*, *CommonLit*, and other resources
- *Ready Florida*
- Virtual School Intensive Reading Course