Taylor 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: Sharon Hathcock
Contact Email: Sharon.hathcock@taylor.k12.fl.us
Contact Telephone: 850-838-250041

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 and 2016-2017 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	41	43	42	45	45	46	47

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	45	47	44	49	47	51	52

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	19	17	23	15	21	13	12
White/Hispanic	1	1	9	0.5	9	0.25	0
Economically Disadvantaged/Non-Economically Disadvantaged	17	15	10	13	23	12	11
Students with Disabilities/Students without Disabilities	23	21	26	19	27	17	15
English Language Learners/ Non-English Language Learners	N/A	N/A	N/A	0	N/A	0	0

* 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.**

   All reading related expenditures will be aimed at supporting the district's Strategic Plan vision: "The students of Taylor County School District will receive a rigorous and relevant education that prepares them to be college and career ready" and related goal "**All students leave the District prepared to be productive citizens."**

   All K-12 reading related expenditures are expected to impact student achievement in a number of ways:
   -instructional coach positions will provide support for struggling ELA teachers and students.
   -Professional development will enable instructional staff to learn how to more efficiently deliver high quality, rigorous instruction.
   -Interim progress monitoring assessments will enable teachers to make sound instructional decisions regarding standards mastery and student progress.
   -Supportive programs and materials funding will be used to purchase additional complex text materials, computer-based ELA standards programs, and required reading remediation support.
   -Summer reading camp expenditures will focus upon intensive reading instruction for all third grade FSA Level 1 students.

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 Leadership Team which is comprised of the Directors of Exceptional Student Services, Student Support Services, and Instruction are responsible for collecting and reviewing progress monitoring data.

   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 data will be collected from multiple sources such as ELA state assessment data, STAR data, student ELA classroom performance grades, and progress in CAI programs will be monitored.

      K-2 – Primary: STAR Early Literacy and 360 Secondary: I-Ready 3-
      5 - Primary: STAR 360 Secondary: I-Ready
      6-8 - Primary: STAR 360 Secondary: TBD 9-
      12 - Primary: STAR 360 Secondary: TBD

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

Gap analyses by grade pool, subgroup, and intervention program will be completed three times a year. Extensive data mining takes place each summer by the DLT and SBLTs to enable our team to collaboratively identify areas of strength and weakness.

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

Taylor County uses the Continuous Improvement Management System to provide the District Leadership Team and School Based Leadership Teams with a platform for school improvement planning and problem solving. This platform includes data visualizations for needs assessment and goal development, and houses Taylor County's District Improvement Action Plan (DIAP) and related School Improvement Plans (SIPs). The District Leadership Tea m meets bimonthly to review progress toward district goals, develop resultant action plans, and ensure consistent improvement and accuracy in appropriate intensity of interventions in the schools across the district.

School leadership Teams complete periodic evaluations and comprehensive needs assessments to prepare for DLT site visits. The DLT meets with SBLT to review data, action plan, and assess needs. The DLT and SBLT visit schools to complete walkthroughs with school leadership using "Instructional Elements" to verify needs and gain information to assist with improvement planning. After completing instructional walkthroughs at each school site and a thorough review of the school site data, the DLT will assist the SBLT with identification and implementation of strategies and improvement initiatives. It is at this point that the actual monitoring of resource support and processes are in place to differentiate allocation of resources based upon need. It is the intent of the LEA to provide an efficient Multi-Tiered System of Support (MTSS) with sufficient professional development based upon the identified needs of the instructional personnel to enable high quality standards-based instruction. Utilizing data- differentiated instruction to provide instructional supports and intervention that are directly correlated to student need will be the ultimate goal. A district leadership summative meeting is held to analyze the results of the walkthroughs, share experiences across the sites, and plan "next steps" in efforts to meet to student needs more effectively. When the school level data review of progress monitoring data and EWS data indicates that students are not satisfactorily progressing towards district goals through interventions in place, the DLT and SBLT work together to determine what additional supports and/or resources could be put in place to meet the needs of the student.

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?**

As a small rural district, the DLT works together to monitor classroom instruction periodically to ensure that instruction is aligned to grade-level Florida Standards. District level reviews of curriculum maps, pacing guides

and digital lesson plans is completed periodically monitor instructional alignment. The Director of Instruction is also involved in ongoing monitoring through the use of on-site visits and classroom walkthroughs. During classroom walkthroughs with school leaders, the focal areas of observations are:
Standard
Instructional DOK level
Level of student engagement

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

At least every nine weeks, as sampling of lesson plans will be reviewed and associated walkthroughs made by the DLT. CWTs focus four instructional "look-fors" associated with the school's improvement plan. Walkthroughs are quantified using a 7 point Likert scale with a school level average developed after all scores are compiled. Debriefing sessions will be held with SBLTs to discuss outcome information and develop plans to refine instructional delivery.

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

This evidence is collected three times per year in conjunction with the District School Site DA visits. Additional data is analyzed by school site at the end of the school year to assist in determining needs and developing action plans for the upcoming school year.

6. **In regard to access to informational text for each content area in a variety of mediums, please address the following:**

A. Who at the district level will be responsible for ensuring that schools have access to informational text for each content areas in a variety of mediums?

Again, the Director of Instruction's Office works with school-based leaders, instructional coaches, and media specialists to ensure that students have access to sufficient informational text resources in each of the content areas in a variety of mediums.

B. In addition to using texts from core, supplemental and intervention programs, what will the district do to ensure that schools have access to informational text for each content area in a variety of mediums?

The Taylor County School District has one to one devices in use with students in grades three through twelve. In addition to print resources available in classrooms and media centers, students have access to a wide variety of informational text in all content areas through the use of digital libraries, site licenses for programs such as Study Island, Reading Eggs, Brittanica Online, Digital Readworks, Common Lit and many more. All core and supplemental programs also include a wide array of informational text available in hard copy and digital formats.

7. **In regard to Universal Design for Learning (UDL), please address the following:**

   A. **Who at the district level will ensure that the all classroom instruction is accessible to the full range of learners using UDL principles?**

      The District Leadership Team which is comprised of the Directors of Exceptional Student Services, Student Support Services, and Instruction.

   B. **What evidence will the district collect to demonstrate that all classroom instruction is accessible to the full range of learners using UDL principles for effective instructional design (planning) and delivery (teaching)?**

      Effective delivery using Universal Design will include multiple representations of information, multiple options for expression and action, and offer multiple means of student engagement. Universal Design equalizes access, meaning that planning and teaching must consider the needs of the broadest possible range of users from the beginning. The district will review the following data sources to demonstrate that all classroom instruction is accessible to the full range of learners:

      I. Grade level ELA Curriculum Maps and Pacing Guides
      2. Periodic review of digital ELA lesson plans
      3. District Differentiated Accountability Visits
      4. School Classroom Walkthrough Documentation

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

      Although the oversight of instructional materials and actual delivery is an ongoing process; at a minimum, the district will make onsite visits at least three times per year. Benchmark FCIM data is collected from each of the school sites.

8. **As a separate attachment please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements and the district's 2018-2019 K-12 Comprehensive Research-Based Reading Plan, as well as documentation that the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district ELL contact to discuss alignment with their district ELL plan.**

   See Appendix A.

Research-Based Reading Instruction Allocation

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

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

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

Professional Development

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

1. **Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the district master inservice plan?**

   School level literacy coaches or site administrators will be responsible for submitting all professional development funded through the Research Based Reading Instruction Allocation to the District Director of Personnel who manages the district master inservice plan.

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

   20,000.00

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

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

   The district leadership team will provide oversight into the actual provision of MIP professional development in the area of ELA, Reading, and Literacy Intervention. Currently school level annual evaluation and needs assessments are taking place. School sites will submit their professional development needs for the 2018-19 school year during the month of June. Professional development plans will then be developed to assist teachers in meeting the requirements of 1012.585(3) (f) including training in the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies.

4. **Was the training in question #3 funded through the Research-Based Reading Allocation? If not, please list the funding source for this training.**

   Professional development provided in the district is funded through a variety of projects and grants. Title I and II funding is normally used to supplement the RBR allocation.

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.**

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

   KNOWLEDGE, SKILLS AND ABILITIES:
   Knowledge of child growth and development and especially of characteristics of students/children in the age group assigned. Knowledge of prescribed curriculum. Basic understanding and knowledge of current technology. Knowledge of learning styles. Ability to use varied teaching methods. Knowledge of current trends, research and best practices related to education. Knowledge of School Board policies and practices as they relate to teaching. Ability to handle problems, concerns and emotional distress with sensitivity and tact. Ability to communicate orally and in writing with students, parents, and others. Ability to plan, establish priorities and implement activities for maximum effectiveness. Ability to assess levels of student achievement effectively, analyze test results, and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work with parents. Ability to work effectively with peers, administrators and others. Knowledge of Florida Educator Accomplished Practices and Teacher Competencies.

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

   The Taylor County School District currently has two full-time reading/literacy coaches. One coach serves grades K through 5 and the other serves grades 6-12. Portions of both reading coaches' salaries are funded through the RBR 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.**

   The Taylor County School District is basically a single feeder school district. Literacy coaches serve grade spans supporting struggling teachers and students.

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

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

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

   The effectiveness of literacy coaches is determined via the school-wide ELA outcomes in addition to the use of the district instructional coach evaluation system.

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

   $135,000.00

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?**

   0 – funded through Title I @ K-5

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.**

   Funds within the district have been allocated to early intervention and covered through Title I funding.

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.:**

   ELA materials for differentiated
   instruction and related interventions for
   struggling students will include:
   Accelerated Reader Study
   Island
   Leveled Literacy Instruction

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

   25,000

7. **If the intensive, explicit, systematic and multisensory interventions required to be provided to students in grades K-3 were not purchased using the Research-Based Reading Instruction Allocation, please list the funding source.**

   Additional funding will come from Title I for K-5 and Title V for 6-12.

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:** Cherie LaValle

2. **Email Address:** Cherie.lavalle@taylor.k12.fl.us

3. **Phone Number:**850-838-2530

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

   2

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

   a. **Start Date:**6/4/18
   b. **Which days of the week is SRC offered:** Monday, Tuesday, Wednesday, Thursday
   c. **Number of instructional hours per day in reading:**5
   d. **End Date:**7/5/18
   e. **Total number of instructional hours of reading:**95

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.?**

   Summer Reading Camp instructor application includes a section regarding teacher training, experience, and qualifications. Student scores will be analyzed to determine teacher effectiveness with struggling readers.
   Student intervention data will also be analyzed to determine teacher effectiveness with struggling readers in tier 2 and 3 intervention groups.

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

   1:10

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

   Approximately 20 second grade step-up slots will be provided for entering third graders in need of additional reading support. Funding for this program will be secured out of Title I and SAI.

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

   Pre- and post-test data, along with utilization reports will be used to determine impact upon student 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	0
District expenditures on reading coaches	135,000
District expenditures on intervention teachers	0
District expenditures on supplemental materials or interventions	25,000
District expenditures on professional development	20,000
District expenditures on summer reading camps	37,647
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	217,647
Amount of district research-based reading instruction allocation for 2018-2019	217,647

APPENDIX A

K-12 Reading Plan Collaborative Planning Meeting
April 16, 2018

1. Purpose

2. Review of Related Requirements

    a. District ELL/ESOL Plan

    Rule 6A-6.0904, FAC, Equal Access to Appropriate Programming for Limited English Proficient Students

    Rule 6A-0905, FAC, Requirements for the District Limited English Proficient Plan

    b. Student Education Policies and Procedures

    http://beess.fcim.org/sppDistrictDoc.aspx

    Section G: General Education Intervention Procedures

3. Collaboration Plan

Signatures of those present:•

A. L. Pit — ESE Director

Mike Thon — ESOL Coordinator

Sharon Hathcock — K-12 Reading Contact

Identification of Students with Reading Deficiencies and Intervention Supports

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

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

The charts must contain the following information:

- The grade level(s) of the student; Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to plan intervention for students scoring in the following performance levels:
  1) Scaled score of 497-529
  2) Scaled score of 438-496
  3) Scaled score of 437 and below; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

Screening: STAR Early Literacy (K-1) and STAR 360 Assessments (1-2) (Administered 3 times per year)

Students scoring Level 4 Scale Score of 497-529 or above on STAR EL or STAR 360

Students scoring Scale Score of 438-496 on STAR EL or STAR 360

Students scoring Scale Score of 437 and BELOW on STAR EL or STAR 360

- Continue with Journey's Core Reading Program
- Differentiate with appropriate leveled readers
- Use "stretch text" for enrichment opportunities

Diagnose using STAR or Fountas and Pinnell Benchmark Assessment System

Differentiate with appropriate instructional leveled reader/text

Extend to appropriate diagnostic if needed
- PAST (Phonemic Awareness Skills Test)
- Dolch Sight Word Probes
- Phonics Inventory –Cool Tools
- Oral Reading Fluency Timing

Provide skill focus instruction using Reading Remediation Instructional Resources
- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
- Oral Language

Use STAR Diagnostic, Diagnostic Assessment Reading or Fountas and Pinnell Benchmark Assessment
- Phonological Awareness
  o Rhyming
  o Syllables
  o Phonemes

Provide skill focus instruction using **PPS Reading Remediation Instructional Resources: Phonemic Awareness**

STAR Diagnostic , F & P, DAR
- Phonics
  o Letter Identification
  o Word Recognition
  o Word Analysis

Provide skill focus instruction using **PPS Reading Remediation Instructional Resources: Phonics**

STAR Diagnostic, F & P, or DAR
- Comprehension
  o Listening Comprehension
  o Reading Comprehension
  o Oral Reading

Provide skill focus instruction using **PPS Reading Remediation Instructional Resources: Comprehension**

STAR Diagnostic or DAR
- Language Development
  o Vocabulary

Provide skill focus instruction using **PPS Reading Remediation Instructional Resources: Vocabulary**

Students exhibiting reading deficiencies and struggle with Tier 1 Core instruction will receive supports and small skills groups before being referred to the MTSS team for review and placement into a Tier 2 intervention. Ongoing progress monitoring documentation will be collected to determine the intervention's impact. In the event that the student is not responding to the Tier 2 intervention, the MTSS team will review progress and make a determination of increased time, intensity, or change of intervention as delineated in the district's Tier 3 MTSS Plan. In accordance with the requirements outlined in 1008.25 F.S., students in grades K through 3 with a substantial reading deficiency (Students scoring a Scale Score of 437 or below on STAR Early Literacy or STAR 360) will have an academic improvement plan with targeted instructional support matched with explicit intervention in the area of deficiency.

Primary School K-2 Reading Remediation Instructional Resources

Skill Focus	Tier 2 and Tier 3 Instructional Resources (Tier 3: increase intervention time and intensity using a 1:1 to 1:3 ratio)	Aligned Assessments
Phonemic Awareness	• Journeys Strategic Intervention Reteach Phonemic Awareness • Houghton Mifflin Reading Toolkit-Phonemic and Phonological Awareness • SRA Phonemic Awareness • SRA Early Reading Tutor • Leveled Literacy Intervention (LLI) • FCRR Student Center Phonemic Awareness Activities K-1, 2-3 online at: http://www.fcrr.org/curriculum/SCAindex.shtm	• Progress Monitoring Assessments (every 2 lessons) • Houghton Mifflin Tool Kit Observation Form and Quick Check • STAR EL/STAR 360 Ongoing Progress Monitoring (K-2)
Phonics	• Journeys Decodable Readers • Journeys Strategic Intervention Reteach Phonics, Words to Know • Journeys Write in Reader • Houghton Mifflin Reading Toolkit-Phonics and Decoding • Leveled Literacy Intervention (LLI) • SRA Early Reading Tutor • FCRR Student Center Phonics Activities K-1, 2-3 online at: http://www.fcrr.org/curriculum/SCAindex.shtm	• Progress Monitoring Assessments (every 2 lessons) • Houghton Mifflin Tool Kit Observation Form and Quick Check • Letter Naming and Letter Sound Fluency Probes (PPS server) • Nonsense Word Fluency Probes (PPS server) • Fountas & Pinnell (F&P) (every 7-10 days) • STAR EL/STAR Ongoing Progress Monitoring (K-2)
Fluency	• Journeys Vocabulary Readers • Journeys Strategic Intervention Reteach Oral Vocabulary, Targeted Vocabulary • Journeys Write in Reader • Journeys Language Support Cards/Vocabulary in Context Cards • Houghton Mifflin Reading Toolkit-Vocabulary • FCRR Student Center Vocabulary Activities K-1, 2-3 online at: http://www.fcrr.org/curriculum/SCAindex.shtm	• F & P Benchmark Assessment System • Progress Monitoring Assessments (every 2 lessons) • Journeys Cold Read Questions • Houghton Mifflin Tool Kit Observation Form and Quick Check • Dolch words Progress Monitoring Assessment • 1 minute timed fluency probes (PPS server) • Fountas & Pinnell(F&P) (every 7-10 days) • STAR EL/STAR 360 Ongoing Progress Monitoring (K-2)

Vocabulary	• Journeys Leveled Readers • Journeys Strategic Intervention Comprehension • Journeys Write in Reader • Houghton Mifflin Reading Toolkit-Comprehension • Leveled Literacy Intervention (LLI) • Reading Mastery Signature • FCRR Student Center Fluency Activities K-1, 2-3 online at: http://www.fcrr.org/curriculum/SCAindex.shtm	• Vocabulary Readers Text Generated Questions • Daily Vocabulary Boost Questions • Houghton Mifflin Tool Kit Observation Form and Quick Check • F&P Benchmark Assessment •STAR EL/STAR 360 Ongoing Progress Monitoring (K-2)
Compre-hension		• Leveled Readers Retelling Rubric Teachers Edition R10 • Houghton Mifflin Tool Kit Observation Form and Quick Check • F&P Benchmark Assessment •STAR EL/STAR 360 Ongoing Progress Monitoring (K-2)

Chart DT1 –District: Taylor - Grades K-5 Elementary School Identification/Intervention Decision Tree 2018-2019

In accordance with the requirements outlined in 1008.25 F.S., students in grades K through 3 with a substantial reading deficiency (Students scoring a Scale Score of 437 or below on STAR Early Literacy or STAR 360) will have an academic improvement plan with targeted instructional support matched with explicit intervention in the area of deficiency.

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
Grade 3 Administer STAR 360 ELA and IReady Benchmark Assessment to students who have been identified with a reading deficiency as determined by district selected assessment criteria. STAR below 50%ile.	Assessment Period 1: August/ September 2018 Assessment Period 2: December 2018 Assessment Period 3:March 2019 Assessment Period 4. May 2019	Student's Growth Proficiency (SGP) score is at or above 85%	Provide appropriate level of instruction in high level reasoning skills, Phonics, fluency, vocabulary, and reading comprehension strategies that are required to meet grade level standards, (FSA) Analyze data to determine instructional needs; Use IReady Reading Small group instruction as needed and as data suggests Instruction will be modified for students who have not responded to intensive reading intervention with the initial intensity by decreasing group size to no more than 3 students and intervention time will increase until adequate progress is being made.	**Journeys Tool Kit** **IReady Reading/Language Arts** **Achieve the Core** **Digital Read Works** **Reader's Theatre** **Write In Readers** **Common Core Readers** **Rehearsal Plus** **ELA Reading Success** **Novel Sets** **Accelerated Reader** **Velocity Reading** **Lexonik Sound System**

Grades 4-5 Administer STAR 360 ELA and IReady Benchmark Assessment for students scoring below expectations (Level 3) on the state accountability assessment FSA ELA		Student's Growth Proficiency (SGP) score is 84% to 50% (Yellow) or 49% and below (Red)	Provide enhanced instruction and additional supports in the high level reasoning skills, Phonics, fluency, vocabulary, and reading comprehension strategies that are required to meet grade level standards, (FSA)
			
			Analyze data to determine instructional needs; STAR 360 Reading/LA and IReady
			
			Small differentiated group instruction as needed and as data suggests
			
			• Assess fluency (rate, accuracy and expression) through having the student orally read a passage. If the student reads fluently, then work on Comprehension strategies.
			• If the student struggles with reading fluently, then work on strategies addressing fluency (rate and accuracy).
			• If the student has a high error rate, then provide instruction in basic phonics (letter/sound patterns, syllable types, etc.)
			
			• Provide instruction in base/root words and prefixes/suffixes.
			• Provide other intensive vocabulary instruction.
				Journey's Took Kit
				Decodable Booklets
				Write In Readers
				ELL Leveled Readers
				Common Core Ready
				Graphic Organizers
				Visual Aids
				Accelerated Reader
				Failure Free Reading
				Velocity Reading
				Achieve The Core
				Digital Read Works
				
				List programs/strategies available in the district to address these needs.
				
				IReady Lesson
				Digital Read Works
				Achieve the Cores
				Decodable Readers
				Leveled Readers
				    FCRR Activities
				    Accelerated Reader
				    Velocity Reading
				
				List programs/strategies available in the district to address these needs.
				IReady Lessons
				Journeys Toolkit
				Decodable Readers
				Leveled Readers
				Read Naturally
				    Velocity Reading

			• Provide explicit instruction in sentence construction and determining how clauses and ideas relate to one another throughout a text. **Note**: The 30th percentile cut point used in this document is given as a guide to estimate the level of instructional support necessary for student success. This cut point may need to be refined within each school and district depending on local circumstances such as available resources and student performance. The 30th percentile cut point will be reevaluated by the Florida Center for Reading Research and Just Read, Florida!, after data is collected with the new end-of-year outcome assessment.	List programs/strategies available in the district to address these needs. IReady Lessons Decodable Readers Leveled Readers Journeys Toolkit Failure Free Reading Tutoring

Materials/Activities Chart

Grades 3-5

	PROGRAMS/MATERIALS	ACTIVITIES	REFERENCES
PHONOLOGICAL AWARENESS			
PHONICS	Lexonik Intervention Toolkit Decodable Books	Scientifically based research materials, so teachers will follow publisher recommendations. Best practices	Journeys
FLUENCY	IReady Lessons Achieve the Core Novel Sets Intervention Toolkit Reader's Theatre Write in Readers ELL Leveled Readers	Scientifically based research materials, so teachers will follow publisher recommendations. Best practices	IReady Lessons State FCRR Journeys
VOCABULARY	IReady Lessons Achieve the Core Digital Read Works Context Cards Novel Sets Journeys Toolkit Vocabulary Leveled Readers Accelerated Reader	Scientifically based research materials, so teachers will follow publisher recommendations. Best practices	Jamestown Journey State FCRR Journeys

Materials/Activities Chart

Grades 3-5

	PROGRAMS/MATERIALS	ACTIVITIES	REFERENCES
COMPREHENSION	IReady Lessons Common Core Ready Digital Read Works Florida Ready Jamestown Achieve the Core Articles Novel Sets Accelerated Reader Open Court Prep and Practice Accelerated Reader	Scientifically based research materials, so teachers will follow publisher recommendations. Best practices	Curriculum Associates Curriculum Associates State FCRR Scholastic SRA State

Taylor County
Chart DT2 (Middle School)
2018-19

Screening and Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
Grades6-8 Screening: FSA ELA Spring 2018 all students **Progress Monitoring** STAR ELA, Write Score all students	**Progress Monitoring STAR ELA** Assessment Periods STAR ELA, Write Score Assessment Period 1:August 2018 Assessment Period 2: November 2018 Assessment Period 3: Write Score, January 2019, STAR ELA February 2019	FSA ELA Score is at Proficiency level 3, 4, 5	Provide grade level instruction that provides rigor, such as analyzing and evaluating concepts, processes, and procedures, and principles rather than just remembering (rote learning) to meet grade level preparation for FSA ELA Standard based instruction, college, and career readiness. Consider individual students' strengths & weaknesses in vocabulary, and comprehension targeting small group instruction as needed.	**Tier 1**-Core Curriculum Reading: FL Collections Core Reading Program aligned with Florida Standards Grades 6, 7, 8 Core Curriculum Language Arts: SpringBoard Common Core/Florida Standards for Grade 6, 7, 8 STAR ELA Resources, STAR Accelerated Reader, Study Island, CPALMS, Write Score Resources Progress Monitoring: STAR ELA, Write Score Instructional Strategies: Close Reading, Text Dependent Writing, Vocabulary Strategies, Summarizing Strategies, Collaborative Strategies Content Areas: Complex text, Graphic Organizers, Writing, Annotation, Comprehension strategies, Vocabulary Strategies

		FSA ELA Scores at Level 1 or Level 2	A student is placed in an intensive reading or reading course when scoring below proficiency on FSA ELA, Level 1 or 2. Include reading/writing/vocabulary activities to enhance comprehension skills. Provide grade level instruction that provides rigor, such as analyzing and evaluating concepts, processes, and procedures, and principles rather than just remembering (rote learning) to meet grade level preparation for FSA ELA Standards based instruction, college, and career readiness. Parent Notification: Parents will be notified that their student has been identified as having a reading deficiency based on scoring a level 1 on FSA ELA and will be placed in a reading/intensive reading class for remediation. Student progress will be monitored using STAR ELA Parent Notification: Parents will be notified that their student has been identified as having a reading deficiency based on scoring a level 2 on FSA ELA and may be placed in a grade level reading/intensive reading class based on FSA ELA scores. Student progress will be monitored using STAR ELA.	**Tier 2/3**- Reading/Intensive Reading Course Supplemental Curriculum: FL Collections Core Reading Program Resources aligned with Florida Standards, grades 6-8, STAR ELA Resources and Progress Monitoring, STAR AR, Write Score Resources and Progress Monitoring, CPALMS, Study Island, Jamestown Materials, Fluency Practice, Rewards-vocabulary, decoding, and Vocabulit, Increase motivation and engagement in literacy learning. Instructional Strategies: Close Reading, Text Dependent Writing, Vocabulary Strategies, Summarizing Strategies, Collaborative Strategies Content Areas: Complex text, Graphic Organizers, Writing, Annotation, Comprehension strategies, Vocabulary Strategies
		FSA ELA Scores at Level 1	6th, 7th, and 8th Grade students who scored in the level 1 range of the FSA ELA Assessment will be placed in an Intensive Reading Class receiving whole and small group instruction. Students will be assessed using STAR ELA in order to identify areas of deficiency. Further, student progress will be monitored using formal and informal assessments, STAR ELA, Write Score, FL Collections, Study Island, and other teacher created standards driven assessments. Assess Fluency rate using Middle School FCRR FORF Assessment 1, if not fluent, work on fluency rate, accuracy, and comprehension. If fluent, work on comprehension and vocabulary strategies.	Build rapport to increase student motivation and engagement in literacy learning. Increase opportunities for extended discussion of text meaning and interpretation, explicit scaffolding of citing evidence from text. STAR ELA Assessment, Progress Monitoring, and Resources, FL Collections, STAR AR, Write Score Resources, Study Island, Jamestown Materials, Fluency Practice, Rewards-vocabulary and decoding, and Vocabulit, CPALMS resources Instructional Strategies: Close Reading, Text Dependent Writing, Vocabulary Strategies, Summarizing Strategies, Collaborative Strategies Content Areas: Complex text, Graphic Organizers, Writing, Annotation, Comprehension strategies, Vocabulary Strategies

				For students who have not responded to a specific reading intervention delivered with fidelity, reading intervention instruction and/or materials will be changed based on student needs and data suggests. DAR may be utilized as needed.	
			FSA ELA Scores at Level 2	Students will be placed in a Reading class receiving whole and small group instruction, Curriculum will include reading/writing/vocabulary activities to enhance comprehension skills. Rigorous grade level instruction will be provided using analyzing and evaluating concepts, processes, and procedures, and principles rather than just remembering (rote learning) to meet grade level preparation for FSA ELA Standards based instruction, college, and career readiness.

Consider individual students' strengths & weaknesses in vocabulary, and comprehension for targeting small group instruction. | Build rapport to increase student motivation and engagement in literacy learning. Increased opportunities for extended discussion of text meaning and interpretation, explicit scaffolding of citing evidence from text.

Reading Course Supplemental Curriculum:
FL Collections Core Reading Program aligned with Florida Standards, grades 6-8, STAR ELA Resources and Progress Monitoring, STAR AR, Write Score Resources, CPALMS, Study Island, Jamestown Materials, Fluency Practice, Rewards-vocabulary and decoding, and Vocabulit,

Instructional Strategies: Close Reading, Text Dependent Writing, Vocabulary Strategies, Summarizing Strategies, Collaborative Strategies

Content Areas: Complex text, Graphic Organizers, Writing, Annotation, and Comprehension strategies, Vocabulary Strategies |

Materials/Resources/Activities Chart

Grades 6-8, ELA

Skill Focus: as needed and as progress monitoring data suggests	PROGRAMS/MATERIALS	ACTIVITIES: Tier 2 and 3 Instructional Resources, increase intervention time and intensity as needed and as progress monitoring and data suggests	REFERENCES
PHONOLOGICAL AWARENESS	Just Read Florida activities (FLARE Notebook) Rewards Phonemic awareness activities	Resources and activities Oral components of Rewards lessons Aligned Assessments: Additional Progress Monitoring, STAR Chart lesson progress daily	Sopris West/Anita Archer
PHONICS	Rewards, Rewards Plus	Word Parts to words Aligned Assessments: Additional Progress Monitoring, STAR Chart lesson progress daily	Sopris West/Anita Archer
FLUENCY	Jamestown Fluency Six Minute Solutions Fry Phrases Timed Readings Plus	Repeated Readings Aligned Assessments: Additional Progress Monitoring, STAR Chart lesson progress daily	Rasinski Jamestown Materials
VOCABULARY	Florida Collections Digital Vocabulary Affixes Vocabulit Study Island.com	Word Acquisition, word knowledge, and comprehension Word Sharp, Grammar Notes Vocabulit Activities; word relationships Study Island practice Aligned Assessments: Additional Progress Monitoring, STAR Chart lesson progress daily	My.hrw.com (FL Collections) Perfection Leaning Study Island

Materials/Resources/Activities Chart

Grades 6-8, ELA

Skill Focus: as needed and as progress monitoring data suggests	PROGRAMS/MATERIALS	ACTIVITIES: Tier 2 and 3 Instructional Resources, increase intervention time and intensity as needed and as progress monitoring and data suggests	REFERENCES
COMPREHENSION	FL Collections SpringBoard Jamestown Materials; Critical Novel Units and Literature Circles, Study Island NewsELA/CommonCoreLit/ Readworks.org **Writing:** Write Score Resources/Lesson Planning, Progress Monitoring SpringBoard Text Grades 6-8, Writing Workshops FL Collections Performance Task Resources Quill.org	Close Reading Workbook, Digital Learning Tools Close Reading Workshops, Close Writing Workshops Comprehension skills and strategies, high interest non-fiction literature Study Island benchmarked mini lessons and extended practice Readworks paired text, digital text, lexiled text Scholastic Magazines AR Renaissance Write Score Lesson Plans and mini lessons to support standards based writing. Use SpringBoard to teach students how to write using Standard English to write and support a stance, produce writing samples and material, build and present knowledge, show a range of strategic thinking and complex knowledge. Use Study Island mini lessons and extended practice to improve standard based writing. Use Quill.org to support individualized practice in Grammar/Conventions Aligned Assessments: Additional Progress Monitoring, STAR Standards based progress monitoring	My.hrw.com (FL Collections) SpringBoard.Collegeboard Jamestown Materials Studyisland.com Renaissance Resources-AR, STAR 360 ELA WriteScore.com My.hrw.com (FL Collections) SpringBoard.Collegeboard Study Island.com Quill.org

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
Grade 9-12 **Screening:** FSA ELA Spring 2018 All Students **Progress Monitoring** STAR ELA, Write Score 9th Grade all students, 10th Grade all students , 11th Grade Retakes & 12th Grade Retakes **Note**: Retakes=an 11th grade or 12th grade student scoring below proficiency (level 3) on FSA ELA 10th grade, the FSA ELA score is used to indicate that the ELA requirement for graduation has been met.	**Progress Monitoring STAR ELA** Assessment Periods STAR /ELA, Write Score Assessment # 1. August, 2018 Assessment #2: November, 2018 Assessment #3: Write Score, January 2019 STAR ELA February, 2019	FSA ELA Proficiency Score is level 3, 4, 5	Provide grade level instruction that provides rigor, such as analyzing and evaluating concepts, processes, procedures, and principles rather than just remembering facts (rote learning) to meet grade level preparation for FSA ELA standards and for college preparation. Consider individual students' strengths & weaknesses in vocabulary and comprehension for targeting differentiated instruction	**Tier 1**-Core Curriculum: SpringBoard Common Core, Grades 9-12 STAR 360 Resources, CPALMS, Study Island, Scholastic Magazines/Time Magazines, Write Score Resources Instructional Strategies include: Close Reading, Text Dependent Writing, Cornell Notes, Summarizing Strategies, Questioning Routines, Collaborative Strategies, Vocabulary Strategies Content Areas: Complex text, Graphic Organizers, Writing, Annotation Strategies, Comprehension Strategies, Vocabulary Strategies.

| | | FSA ELA scores at level 1 or 2 | In addition to the core ELA Couse, student is placed in an intensive reading or a reading course.

Include reading/writing/vocabulary strategies to enhance comprehension skills. Provide on grade level instruction that provides rigor, such as analyzing and evaluating concepts processes, procedures, and principles, rather than just remembering facts (rote learning) to meet grade level preparation for FSA ELA standards and for college and career preparation.

Parent Notification: Parents will be notified that their student has been identified as having a reading deficiency based on scoring a level 1 on FSA ELA and will be placed in a reading/intensive reading class for remediation. Student progress will be monitored using STAR ELA

Parent Notification: Parents will be notified that their student has been identified as having a reading deficiency based on scoring a level 2 on FSA ELA and may be placed in a grade level reading/intensive reading class based on FSA ELA scores. Student progress will be monitoring using STAR ELA. | **Tier 2/3-**Reading/Intensive Reading Course Supplemental Curriculum:
FL Collections Core Reading Program aligned with Florida Standards
Grades 9-12, STAR ELA Resources, Write Score Resources, CPALMS Resources, Study Island, Fluency Practice, Rewards-vocabulary and decoding, and VocabuLit

Progress Monitoring: STAR ELA, Write Score

Instructional Strategies include: Close Reading, Text Dependent Writing, Cornell Notes, Summarizing Strategies, Questioning Routines, Collaborative Strategies, Vocabulary Strategies

Content Areas: Complex text, Graphic Organizers, Writing, Annotation Strategies, Comprehension Strategies, Vocabulary Strategies. |
| | | Grade 11/12 FSA scores at Level 1 or 2 | 11th and 12th Grade students who have not achieved proficiency scores FSA ELA will be placed in an intensive reading class where they will receive instruction in high-level reasoning skills, vocabulary skills and strategies, reading comprehension strategy instruction required to meet FSA ELA Proficiency standards (level 3 or above), and/or the concordant score on ACT or SAT assessments. | Build a rapport to increase student motivation and engagement in literary learning.

STAR 360 Assessment, Progress Monitoring, and Resources, FL Collections, VocabuLit , Study Island, FLDOE ELA Grade 9/10 Toolkit, Be A Better Reader, Write Score Instructional Strategies

ACT/SAT: ACT Test Prep materials, SAT Test Prep materials, KHAN Academy linking resources

Instructional Strategies include: Close Reading, Text Dependent Writing, Cornell Notes, |

				Summarizing Strategies, Questioning Routines, Collaborative Strategies, Vocabulary Strategies
				Content Areas: Complex text, Graphic Organizers, Writing, Annotation Strategies, Comprehension Strategies, Vocabulary Strategies.
		Grade 9/10 FSA scores at Level 1	9th and 10th Grade students who scored in the Level 1 range of FSA ELA will be placed in a Reading Class receiving whole and small group instruction. Students will be assessed using STAR ELA in order to identify areas of deficiency. Further, student progress will be monitored using formal and informal assessments, STAR ELA, Write Score, FL Collections, Study Island, and other teacher created standard based assessments.

Assess Fluency rate using High School FCRR FORF Assessment 1, If not fluent, work on fluency rate, accuracy and comprehension.   If fluent, work on comprehension strategies. | Build a rapport to increase student motivation and engagement in literary learning.

STAR ELA Assessment, Progress Monitoring, and Resources, FL Collections, VocabuLit , Study Island, FLDOE ELA Grade 9/10 Toolkit, Be A Better Reader

Assess Fluency rate using High School FCRR FORF Assessment 1, If not fluent, work on fluency rate, accuracy and comprehension.   If fluent, work on comprehension, Vocabulary, and Close Reading strategies.

If student's score indicates a difficulty with comprehension (includes speaking and listening), word knowledge (included language acquisition) and language knowledge (or the use of Standard English) increase opportunities for extended discussion of meaning of text and interpretation, explicit scaffolding, close reading strategies.

Instructional Strategies include: Close Reading, Text Dependent Writing, Cornell Notes, Summarizing Strategies, Questioning Routines, |

				Collaborative Strategies, Vocabulary Strategies Content Areas: Complex text, Graphic Organizers, Writing, Annotation Strategies, Comprehension Strategies, Vocabulary Strategies.
		Grade 9/10 FSA scores at Level 2	Students will be placed in a Reading Class receiving whole and small group instruction depending on STAR percentile or scale score range in addition to the FSA Score of Level 2. Students at the upper end of this STAR ELA range may or may not be placed in a reading class as staffing patterns permit. Students will be assessed using STAR ELA in order to identify areas of deficiency. Further, student progress will be monitored using formal and informal assessments, STAR ELA, Write Score, FL Collections, Study Island, and other teacher created standard based assessments. Assess Fluency rate using High School FCRR FORF Assessment 1, If not fluent, work on fluency rate, accuracy and comprehension. If fluent, work on comprehension strategies.	Build a rapport to increase student motivation and engagement in literary learning. STAR ELA Assessment, Progress Monitoring, and Resources, FL Collections, VocabuLit , Study Island, FLDOE ELA Grade 9/10 Toolkit, Be A Better Reader, Use Study Island for targeted standards based instruction and practice. Instructional Strategies include: Close Reading, Text Dependent Writing, Cornell Notes, Summarizing Strategies, Questioning Routines, Collaborative Strategies, Vocabulary Strategies Content Areas: Complex text, Graphic Organizers, Writing, Annotation Strategies, Comprehension Strategies, Vocabulary Strategies.

Materials/Activities Chart

Grades 9-12

	PROGRAMS/MATERIALS	ACTIVITIES	REFERENCES

Writing	Grade level SpringBoard Text, 9-12
	
	SpringBoard Writing Workshops
	
	FL Collections Performance Task Resources
	
	Write Score Lesson and Resources, Progress Monitoring
	
	Quill.org
		Use Springboard to teach students how to write using Standard English to:
		    Write and support a stance
		    Produce and distribute writing samples and material
		    Build and present knowledge
		    Show a range of strategic thinking and complex reasoning
		
		Use Study Island mini lessons and extended practice to improve standard writing skills identified above
		
		Use Write Score Mini Lessons to support standards based writing.
		
		Use Quill.org to support individualized practice in Grammar/Conventions
			SpringBoard, 9-12
			HMH FL Collections
			Write Score
			STAR ELA
			CPALMS/9/10 Toolkit

Language Knowledge	Grade level SpringBoard
	STAR ELA
	Quill.org
		Use Springboard to teach FSA ELA using on grade level conventions of English to:
		    Demonstrate a command for conventions of Standard English grammar and usage.
		    Capitalize, punctate and spell.
		    Write in context and relay meaning or style
		    Use figurative language, word relationships and nuances in word meaning
		
		Use Study Island mini lessons and extended practice on grade level FSA ELA needed for improve skills language knowledge skills identified above
		
		Use STAR ELA Resources to provide explicit instruction in language knowledge, as identified above
		
		Use Quill.org to support individualized practice in Grammar/Conventions
			STAR ELA
			SpringBoard, 9-12
			Study Island.com
			CPALMS/9/10 Toolkit

Materials/Activities Chart

Grades 9-12

	PROGRAMS/MATERIALS	ACTIVITIES	REFERENCES
Language (includes phonics, phonological awareness and vocabulary skills); also includes language acquisition for ELL students	Grade level SpringBoard- Jamestown Fluency Six Minute Solutions STAR ELA	Use Springboard to teach FSA ELA using on grade level to focus on language acquisition skills as they relate to: Conventions of Standard English to differentiate instruction and or tier instruction Knowledge of language to differentiate instruction and or tier instruction Vocabulary acquisition and use to differentiate instruction and or tier instruction Using a range of reading and level of text complexity, to differentiate instruction and or tier instruction Use Study Island mini lessons and extended practice on grade level FSA ELA needed for improve standard English skills identified above Use: Comprehension\Vocabulary Strategies MTSS/RtI: Tier 2-3 intervention strategies Read AR books/quiz STAR 360/SI Build a Test probes to provide instruction on explicit skill in Language (includes language acquisition) skills, as identified above	Supplemental Curriculum: FL Collections Core Reading Program aligned with Florida Standards Grades 9-12 Curriculum: SpringBoard Common Core/Florida Standards for Language Arts classes Grades 9-12 Rewards/Vocabulit Fluency Resources Jamestown Scholastic Magazines Time Magazine STAR ELA Resources Study Island CPALMS/9/10 Toolkit

Materials/Activities Chart

Grades 9-12

	PROGRAMS/MATERIALS	ACTIVITIES	REFERENCES

Speaking and Listening (oral Language skills)	Grade level SpringBoard
	FL Collections
	SpringBoard
	Jamestown Materials
	Study Island
	STAR ELA Resources
		Use Springboard to teach FSA ELA grade level speaking and listening text to:
		    Teach comprehension and collaboration skills
		    Present knowledge and ideas
		
		Use Study Island mini lessons and extended practice on grade level FSA ELA needed to improve speaking and listening (aka comprehension) skills identified above
		
		Use:
		    STAR 360 probes to explicitly teach speaking and listening (comprehension) skills
		    Instructional strategies
		    Comprehension\Vocabulary Strategies
			Vocabu-lit
			SpringBoardcollegeboard
			Studyisland.com
			STAR ELA Resources
			Scholastic Magazines
			Time Magazine
			Study Island
			CPALMS/9/10 Toolkit

Literature and Informational Text (includes Comprehension skills)	Grade level SpringBoard
	FL Collections
	Jamestown Materials
	Study Island Common Core,
	Common Core Lit.com
	STAR ELA Resources
	Novel Reading/AR
		Use Springboard to teach FSA ELA grade level literature material to:
		    Locate key ideas and details in literature, as part of improving comprehension skills when reading literature and informational text
		    Craft and structure literature and informational text
		    Integrate knowledge and ideas literature and informational text
		    Provide range of reading and level of text complexity from literature and informational text.
		
		Use Study Island mini lessons and extended practice on grade level FSA ELA to explicitly learn about literature, as identified above.
		
		Use Common Core Lit.org targeting explicit skill instruction
			SpringBoardcollegeboard
			FL Collections
			Jamestown Materials
			Studyisland.com
			STAR ELA Resources
			Scholastic Magazines
			Time Magazine
			Study Island
			CPALMS/9/10 Toolkit
			Commoncorelit.com

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 2018-2019 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.

Section 1: Contact Information

1. **District name:** Taylor
2. **Contact name for schools covered on this plan: Sharon Hathcock**
3. **Contact phone number:** 850-838-2500
4. **Contact email:** Sharon.hathcock@taylor.k12.fl.us
5. **Schools covered by this plan:** Steinhatchee School

Section 2: Length of School Day

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:** 8:00
2. **School dismissal time:** 3:00
3. **Total number of instructional minutes per day:** 390
4. **Minutes per day of reading instruction (must be at least 150):** 150

Section 3. Instructional Design

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.**

   Efforts are being made to incorporate differentiated ELA support that will meet the needs of students of all levels. Since i-Ready is designed to be adaptive, all students have the opportunity to work at their own level. Also, we will be using Accelerated Reader to enhance our reading. With that, students will select the books on their own reading level. Level 4 or 5 students will be provided enrichment activities. There are only 3 students that fit this criteria since most of our students are levels 1 and 2.

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.**

   Steinhatchee School does not have a reading specialist but the three teachers who are teaching reading are all considered to be effective. All teachers providing instruction in reading will be certified and have an effective, or higher, performance evaluation rating. Teacher effectiveness is determined by an EFFECTIVE, or higher, DOE VAM score if available in grades three through District VAM scores determined by student STAR achievement data.

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.**

   In conjunction with the state adopted reading curriculum, Journeys, we will use the Ready curriculum. This will be a blended approach, making sure to use the resource that is most effective to teach the standard. Planning for instruction is based on screening information (FSA, i-Ready and STAR). We will also be using Core Connections reading/writing to provide a structure for writing in the school. That program includes initial training, modeling in the classroom by a consultant, perusal of student writing to a prompt, and direct feedback. We are already using Write Score, but Core Connections will provide the missing schoolwide framework for expectations at each grade level. The online portion of i-Ready was initially purchased, but not fully used, implemented during the 17-18 school year. The i-Ready Intervention Toolkit and print materials and the Core Connections writing programs are both new to Steinhatchee School this year. Professional development sessions have been provided for teachers. The i-Ready diagnostic provides a differentiated path designed to assist with remediation of deficiencies. Ongoing data chats are being used to document the growth of students during the 18-19 SY. After the first nine weeks, the growth report indicates that appoximately 70% of students made positive growth.

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.**

   The extra hour will be used to differentiate instruction for all students at Steinhatchee School. This is partially completed through i-Ready, a web-based program that is research based in all of the five areas of Reading. A diagnostic, at the beginning of the year, is used to determine the area of need for each individual student. Since this is

adaptive in nature, each student receives instruction at their level of need. Progress monitoring, IEPs strategies, and FSA data will be used to help drive small group instruction based on the area of need. i-Ready also groups students for standards based instruction. Lessons are provided for the teacher to meet individually or in small group to intensify interventions. Some students must have the small group with the teacher in order to be successful. Teachers will monitor lesson completion and passage rate in order to determine what is needed.

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.**

   In the primary grades, students that are deficient in reading are being provided assistance in the area of need. For example, it is obvious in grade 2 that phonics and sight word fluency is a problem. Students will receive individual and small group assistance in fluency, such as Great Leaps, Reader's Theater, Partner Reading, and Guided reading practice. There will be a focus on sight words. Kindergarten only has 6 students, so everything is small group. First grade has 14 students and second grade has 8 students enrolled as of August 24, 2018. In grades 3 through 6th, the main concerns (according to i-Ready data) are vocabulary and informational text. Close reading will be used as a constantly modeled instructional strategy. Also, a vocabulary strategy, word of the day, is being presented in the morning and students are using interactive notebooks for the reading/writing connection.

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.**

   In grades 3 - 6, students go right from Science/Social studies into their extra hour. Teachers will be using guided reading, gradual release, and interactive notebooks during content area subjects. Students are also using interactive notebooks for math so that they are constantly reading word problems and identifying the key words.