UF Lab School 2018-19 K-12 Comprehensive Research-Based Reading Plan

Contact Information

The district contact should be the person ultimately responsible for the plan. This person will be FDOE's contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district.

District Contact: Christy Gabbard
Contact Email: cgabbard@pky.ufl.edu
Contact Telephone: 352-392-1554 x 280

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	68	*	67	72	71	75	75

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	57	60	58	63	61	65	65

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	32	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	29	32	32	29	30	25	20
White/Hispanic	5	0	2	0	1	0	0
Economically Disadvantaged/Non-Economically Disadvantaged	17	21	21	17	22	15	11
Students with Disabilities/Students without Disabilities	41	51	51	41	48	37	32
English Language Learners/ Non-English Language Learners	0	0	0	0	0	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.**

The allocation allows P.K. Yonge DRS to serve K-12 students by maintaining highly qualified faculty who are dedicated to ensuring that our instructional program, at all tiers, is designed and implemented based on research-based practice in literacy instruction. Additionally, instructional design at Core (T1) and tiered interventions in literacy are appropriate and responsive to the needs of all learners.

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?**

   As a single school, school district, the monitoring of student success in the elementary, middle, and high school literacy program at P.K. Yonge Developmental Research School occurs within the structure and implementation of our multi-tiered systems of support model. Formal evidence will be collected 3 times a year (fall, winter, and spring) by classroom teachers through curriculum based measurements to demonstrate that instruction is systematic, explicit, and based on student need.
   Curriculum based measurements include DIBELS, Fox in the Box, Gates MacGinite Comprehension, Gates MacGinitie Vocabulary, Fountas and Pinnel Reading Levels at the elementary level. Curriculum based measurements may include as needed: course-based standards-aligned assessments, Gates MacGinite Comprehension, Gates MacGinitie Vocabulary, and additional district determined reading and writing assessments. This data will be reviewed by teachers, program development specialists, and administrators as a central focus of our quarterly Student Success Team meetings (SST). The overall system, including all student progress monitoring data, is collected and reviewed annually by a leadership team including the Director of Student and Family Services, Director of Program Development, P.K. Yonge Principal, and P.K. Yonge Director.

   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.**

   As a single school, school district, the monitoring of student success in the elementary, middle, and high school literacy program at P.K. Yonge Developmental Research School occurs within the structure and implementation of our multi-tiered systems of support model. Formal evidence will be collected 3 times a year (fall, winter, and spring) by classroom teachers through curriculum based measurements to demonstrate that instruction is systematic, explicit, and based on student need.
   Curriculum based measurements include DIBELS, Fox in the Box, Gates MacGinite Comprehension, Gates MacGinitie Vocabulary, Fountas and Pinnel Reading Levels at the elementary level. Curriculum based measurements may include as needed: course-based standards-aligned assessments, Gates MacGinite Comprehension, Gates MacGinitie Vocabulary, and additional district determined reading and writing assessments. This data will be reviewed by teachers, program development specialists, and administrators as a central focus of our quarterly Student Success Team meetings (SST).

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

   Student progress monitoring data, as described in 3.1 and 3.2, is collected and reviewed quarterly by school teams which include district leadership in order to make adjustments to services and core instruction as needed. Additionally, a district or K-12

school review of data occurs annually as we assess the impact of our overall program as well as support school-based teams in the design and planning for implementation related to literacy supports for all P.K. Yonge students grades K-12.

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 Student and Family Services oversees the Multi-teired system of support at P.K. Yonge and works directly with Learning Community Leaders to ensure that students who are not responding to current instruction and progressing toward goals are receiving appropriate interventions.

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

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

        As a single school, school district the Director of Program Development and the K-12 Principal work in collaboration 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?**

        Evidence includes but is not limited to:
        Standards-aligned grading and reporting systems in SIS system (K-12)
        Review of Learning Management System (Canvas) housing all 6-12 digital learning environments
        Syllabi for all 6-12 courses of study
        Interim and Summative Assessments for all 6-12 courses
        Instructional Planning documents (including digital lesson planning artifacts) K-5 courses

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

        Evidence is collected on an ongoing basis throughout each school year and reviewed at a minimum, each nine weeks.

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?**

        As a one school, school district the Director of Program Development and Outreach in coordination with the Technology Integration Specialists at K-5 and 6-12 is responsible for ensuring that students have access to informational text 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?**

As a one school, school district the Director of Program Development and Outreach in coordination with the Technology Integration Specialists at K-5 and 6-12 is responsible for ensuring that students have access to informational text in a variety of mediums.

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?**

As a one school, school district the Director of Program Development and Outreach,K-12 Principal, and Director of Student and Family Services are responsible for ensuring that classroom instruction is accessible to the full range of learners using UDL principles.

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

Evidence will be collected through planning documents including but not limited to documentation of instructional design through Waves of Innovation proposals, artifacts designed within online environments, and classroom walkthroughs conducted by internal and external peers.

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

Evidence is collected through multiple methods on an ongoing basis.

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?**

   As a single school, school district the Director of Program Development in coordination with the Principal are responsible for insuring alignment between the MIP and the Reading Plan.

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

   0.00

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?

   As a single school, school district the Director of Program Development in coordination with the Principal are responsible for insuring alignment between the MIP and the Reading Plan as well as ensuring activities are appropriately documented at the school level. These school leaders work in coordination with the Director of Student and Family services to ensure that appropriate training is provided to personnel.

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

   Training referenced in question #3 occurs contextualized within our school-based intensive intervention programs including but not limited to Orton-Gillingham training. This training is funded through multiple sources but does not include funding through the Research-Based Reading 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.**

   Reading Coaches at P.K. Yonge DRS have a minimum of a Masters level degree with appropriate graduate level coursework in reading, curriculum,and instructional methodology and/or certification or endorsement in K-12 reading.

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

   As a single school, school district P.K. Yonge DRS is staffed with coaches funded from the Research-based Reading Instructional 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.**

   We look closely at our Data through our MTSS structure considering the data within our single K-12 school, we strategically allocated additional reading support in the form of leadership and coaching at intermediate elementary level leading into middle grades, which aligns with where we identify the highest need in our data.

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

   a. Elementary:2.0
   b. Middle:0
   c. High:0.4

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

   Effectiveness is determined through review of all data sources related to instructional practice and student response to instruction (reviewed as a component of the SST process).

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

   161,672.00

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?**

   As a single school, school district we do not identify separate schools in this way.

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

   N/A

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

   N/A

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

   N/A

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 Intruction Allocation, please list the funding source.**

   Instructional Allocation

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:**Ashley Pennypacker-Hill

2. **Email Address:**ahill@pky.ufl.edu

3. **Phone Number:**352-392-1554

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

   P.K. Yonge DRS

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

   a. **Start Date:**June 11, 2018
   b. **Which days of the week is SRC offered:**Monday, Tuesday, Wednesday, Thursday, Friday
   c. **Number of instructional hours per day in reading:**4 hours
   d. **End Date:**June 29, 2018
   e. **Total number of instructional hours of reading:**60 hours

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

   Yes

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

   1:8

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

   Students K-5

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

   Running records, Curriculum Based Measurement Assessments, Fluency timings, DIBELS, Fox in the Box, Journal entries, SAT 10 Comprehension

300 Lowest-Performing Elementary Schools

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

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools		N/A
District expenditures on reading coaches		161,672.00
District expenditures on intervention teachers		0%
District expenditures on supplemental materials or interventions		0%
District expenditures on professional development		0%
District expenditures on summer reading camps		0%
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools		0%
Flexible Categorial Spending		0%
	Sum of Expenditures	161,672.00
	Amount of district research-based reading intruction allocation for 2018-2019	161,672.00

P K Yonge

Developmental Research School
at the University of Florida

July 25, 2018

To Whom It May Concern:

The P.K. Yonge 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. Additionally, 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 as well.

Sincerely,

Lynda Hayes, Ph.D
Director

Ashley Hill, Ed. D.
District Exceptional Student Education Contact

Christy Gabbard, MEd.
District Reading Contact

Lisa Tillet, Ed.S
District ELL Contact

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

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

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

The charts must contain the following information:

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

Chart D1 – Elementary Decision Tree

Assessment and Decision Tree (K---2)					
Assessment Periods: AP1=August/September AP2=January AP3=April/May					
Grade Level	Assessment(s)	Benchmark(s)	If	Then	Program/Resource
K	FL K Readiness Screener	497 On---level 465–app---level 437---below 420 – sig.below	Above Benchmark	Students in K---5 are organized into learning communities that bridge traditional grade levels. Therefore, as students demonstrate mastery of benchmarks teachers are continually creating flexible groups and instructional pathways that respond to students needs.	Core Reading Program/ Supplemental resources as needed
K	Fontas and Pinell reading level	Spring = D			
	DIBELS NWF	W= 17 S= 28			
	DIBELS LNF	W= 21 S= 40			
	DIBELS PS	W= 20 S= 40			
	Letter Sounds	W= 13 S= 20			
	Hearing Sounds and Words	W= 19 S= 33			
	Final Consonants	W= 4 S= 6			
	Blending	W= 2 S= 5			
	Segmenting	W= 2 S= 5			
1st grade	Fox- Decoding	S= 30+12			
	Fox- Spelling	S= 24			
	DIBELs- NWF	S= 58 S= 13			
	DIBELS- ORF A	S= 90%			
	DIBELS – ORF R	S= 47			
	Reading Level	S= J			

2nd grade	Fox – Decoding	S=60+24			
	Fox - Spelling	S= 48	**On level** Student demonstrates on---grade level expectations through benchmarks on the listed assessments	Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, phonics and fluency at the word and/or connected text level.	Core Reading Program
	GATES	39th percentile			
	SAT – 10 Comp	39th percentile			
	SAT – 10 Vocab	39th percentile			
			Approaching Student demonstrates approaching grade level expectations through benchmarks on listed assessments	Determine the breakdown of explicit and implicit questions Provide comprehension instruction focusing on strategic listening/reading that includes explicit instruction in using before, during and after comprehension strategies	Core Reading Program Small group, differentiated instruction that focuses on comprehension strategy instruction
			Below Student demonstrates below grade level expectations through benchmarks on listed assessments	Administer Fox (untimed measure) DIBELS (untimed) SIPPS Screener Administer Fountas and Pinnell measure to ensure accurate match with independent text	Core Reading Program Supplemental Reading Intervention Program(s) Daily, small group differentiated intervention targeted to the student's needs (Tier 2/Tier 3)

| | | Significantly below
Student demonstrates significantly below grade level expectations (substantial reading deficiency) through benchmarks on listed assessments | Administer Fox (untimed measure)
DIBELS (untimed)
SIPPS Screener
Administer Fountas and Pinnell measure to ensure accurate match with independent text | Core Reading Program Supplemental Reading Intervention Programs and/or Comprehensive Intervention Reading Programs
Daily small group and/or individualized differentiated intervention in addition to or an extension of the 90 minute reading block targeted to a student's instructional needs. |
| | | | | |

Assessment and Decision Tree (3---5)					
Assessment Periods: AP1=August/September AP2=January AP3=April/May					
Grade Level	Assessment(s)	Benchmark(s)	If	Then	Program/Resource
3---5	Course---based reading assessments	FL standards by grade band	On level Student demonstrates on---grade level expectations through benchmarks on the listed assessments	Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension and vocabulary acquisition.	Core Reading Program
	Gates Vocab	39th percentile			
	Gates Comp	39th percentile			
	FSA – ELA Scores	Established benchmarks			
			Approaching Student demonstrates approaching grade level expectations through benchmarks on	Determine the breakdown of explicit and implicit questions Provide comprehension instruction focusing on strategic	Core Reading Program Small group, differentiated instruction that focuses on comprehension strategy instruction
			listed assessments	listening/reading that includes explicit instruction in using before, during and after comprehension strategies	

	Below Student demonstrates below grade level expectations through benchmarks on listed assessments	Administer one or more of the following: DIBELS (untimed) SIPPS Screener Administer Fountas and Pinnell measure to ensure accurate match with independent text	Core Reading Program Supplemental Reading Intervention Program(s) Daily, small group differentiated intervention targeted to the student's needs (Tier 2/Tier 3)
	Significantly below Student demonstrates significantly below grade level expectations (substantial reading deficiency) through benchmarks on listed assessments	Administer one or more of the following: Fox (untimed measure) DIBELS (untimed) SIPPS Screener Administer Fountas and Pinnell measure to ensure accurate match with independent text	Core Reading Program Supplemental Reading Intervention Programs and/or Comprehensive Intervention Reading Programs Daily small group and/or individualized differentiated intervention in addition to or an extension of the 90 minute reading block targeted to a student's instructional needs.

PKY formally implements a Response---to---Intervention model in collaboration with the School Psychology program at the University of Florida. Progress is carefully monitored for every student receiving reading intervention beyond the 90---minute block every three weeks with DIBELS or MAZE. Grade level *Student Success Team* meetings are held quarterly. The principal, reading coach, grade level teachers, guidance counselor, school psychologist, and support teachers attend these meetings and carefully review student progress and fidelity of instructional intervention. A problem---solving approach is utilized to determine when and what kinds of adjustments need to be made to students' instructional schedules and intervention programs. A standard highly explicit and systematic instructional intervention protocol is used at each grade level in small groups (no more than 6) when students are initially identified as reading below grade level (Tier 2); students not responding to the standard intervention protocol (Tier 2) as determined by the progress monitoring data are provided specific, targeted instruction in areas of greatest need in smaller groups (Tier 3; no more than 1---4 students with shared instructional needs) by a highly trained support teacher in addition to core and intensive reading instruction. **As a component of this process, parents are notified of their children's progress and adjustments to instruction to respond to student need during Fall and Spring individual conferences and parent meetings. Careful record keeping by the *Student Success Team* ensures continuity in instruction across years and grade levels and guarantees that students are <u>not</u> provided more of the same ineffective instructional program year after year.** The elementary reading coach assumes primary responsibility for constantly reviewing core, Tier 2, and Tier 3 instructional programs to ensure that students reading below grade level are provided a coordinated, systematic approach to reading instruction rather than a series of programs or layers that do not connect and do not support student learning.

Chart G1 – Secondary (6- - 7) Decision Tree

Assessment and Decision Tree (6---7)					
Assessment Periods: AP1=August/September AP2=January AP3=April/May					
Grade Level	Assessment(s)	Benchmark(s)	If	Then	Program/Resource
6---7	FSA Assessment Data LV 1---5	LV3	On level Student demonstrates on---grade level expectations through	Continue with enhanced instruction that follows a developmental reading	Core Reading Program
	Course---based reading assessments	FL standards by grade band (see chart)			
			Approaching Student demonstrates approaching grade level expectations through benchmarks on listed assessments	Determine the breakdown of explicit and implicit questions Provide comprehension instruction focusing on strategic listening/reading that includes explicit instruction in using before, during and after comprehension strategies	Core Reading Program Small group, differentiated instruction that focuses on comprehension strategy instruction.
			Below Student demonstrates below grade level expectations through benchmarks on listed assessments	Administer one or more of the following: SIPPS Screener Rewards Screener TOWRE QRI---5	Core Reading (ELA) Program Supplemental Reading Intervention Program(s) Daily, small group differentiated intervention targeted to the student's needs (Tier 2/Tier 3)
			Significantly below Student demonstrates significantly below grade level expectations through benchmarks on	Administer one or more of the following in addition to the assessments listed above: QRI---5 DAR	Core Reading Program Supplemental Reading Intervention Programs and/or Comprehensive Intervention Reading Programs Daily small group and/or individualized
			listed assessments	Woodcock---Johnson	differentiated intervention in addition to the core ELA course.

Assessment and Decision Tree (8---12)					
Assessment Periods: AP1=August/September AP2=January AP3=April/May					
Grade Level	Assessment(s)	Benchmark(s)	If	Then	Program/Resource
8---12	Course---based literacy assessment FSA Assessment Data	FL standards by grade band (see chart) LV 3	**On level** Student demonstrates on---grade level expectations through benchmarks on the listed assessments	Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, literary analysis, analysis of written information, and vocabulary acquisition using complex text.	Core ELA Program
			Approaching Student demonstrates approaching grade level expectations through benchmarks on listed assessments	Determine the breakdown of explicit and implicit questions Provide comprehension instruction focusing on strategic listening/reading that includes explicit instruction in using before, during and after comprehension strategies	Core Reading Program Small group, differentiated instruction that focuses on comprehension strategy instruction.
			Below Student demonstrates below grade level expectations through benchmarks on listed assessments	Administer one or more of the following: SIPPS Screener Rewards Screener TOWRE QRI---5	Core Reading (ELA) Program Supplemental Reading Intervention Program(s) Daily, small group differentiated intervention targeted to the student's needs (Tier 2/Tier 3)
			Significantly below Student demonstrates significantly	Administer one or more of the following in addition to the	Core Reading Program Supplemental Reading Intervention Programs and/or Comprehensive

	below grade level expectations through benchmarks on listed assessments	assessments listed above: QRI---5 DAR Woodcock---Johnson	Intervention Reading Programs Daily small group and/or individualized differentiated intervention in addition to the core ELA course.

Proficiency Language	Letter Grade	Range (4-pt grade system)	Percentage	Meets Standard Course Credit Earned
Mastery	A	3.6-4	90-100	X
Proficient (On Level)	B	2.6-3.5	80-89	X
Approaching	C	2-2.5	70-79	X
Beginning (Below Level)	D	1-1.9	60-69	X
Not Meeting (SignificantlyBelow)	F	<1	59-0	No Course Credit
Insufficient Evidence	F	<1	59-0	No Course Credit

PKY formally implements a Response---to ---Intervention model in collaboration with the School Psychology program at the University of Florida. Grade level *Student Success Team* meetings are held quarterly. The principal, reading coach, grade level teachers, guidance counselor, school psychologist, and support teachers attend these meetings and carefully review student progress and fidelity of instructional intervention. A problem--- solving approach is utilized to determine when and what kinds of adjustments need to be made to students' instructional schedules and intervention programs. A standard highly explicit and systematic instructional intervention protocol is used at each grade level in small groups (no more than 6) when students are initially identified as reading below grade level (Tier 2); students not responding to the intervention protocol (Tier 2) as determined by the progress monitoring data are provided specific, targeted instruction in areas of greatest need in smaller groups (Tier 3; no more than 1---4 students with shared instructional needs) by a highly trained support teacher in addition to core and intensive reading instruction. **Careful record keeping by the *Student Success Team* ensures continuity in instruction across years and grade levels and guarantees that students are <u>not </u>provided more of the same ineffective instructional program year after year.** The secondary reading coach assumes primary responsibility for constantly reviewing core, Tier 2, and Tier 3 instructional programs to ensure that students reading below grade level are provided a coordinated, systematic approach to reading instruction rather than a series of programs or layers that do not connect and do not support student learning.