

FAMU 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: Zellee Barnes **Contact**

Email: zellee.barnes@famuedu

Contact Telephone: (850) 412-5889

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.**

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Performance Goals							
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	46	39	39	50	41	50	60

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Growth (Learning Gains) Goals							
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	51	44	44	51	42	51	60

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	0	43	0	40	0	0	0
White/Hispanic	0	0	0	0	0	0	0
Economically Disadvantaged/Non-Economically Disadvantaged	15	39	18	30	18	12	10
Students with Disabilities/Students without Disabilities	30	14	35	10	4	8	7
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.

Expenditures from the reading allocation will impact student achievement in relation to increasing FSA-ELA scores for students. All subgroups are expected to show growth in ELA. Students in all subgroups will show a minimum of a 6% gain. The percentage of students achieving level 3 or higher on the FSA ELA assessment will also increase at least 7% over the previous years scores. Specifically, our target percentages of students scoring 3 or higher on the FSA ELA district-wide (among grades 3-10) will increase by 7% as well.

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?

Elijah Key, Elementary Principal
Zellee Barnes, Middle School Principal
Joan B. McGlockton, High School Principal
Renee Jerry, ESE Director
Sheila Labissierre, Title I Director
Reading Coach

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.

Data from FAIR testing is collected 3 times per year. Our progress monitoring system (I-station) for reading in grades 6-8 and Pearson Assessment will be collected for students in grades 6-8 monthly. Study Island data will be collected for students in grades 9-12.

The school principals and Reading Coach are responsible for collecting data from each of these systems and will share the results of that data during our monthly leadership team meetings.

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

Progress monitoring data will be collected and reviewed monthly during our Leadership Team meetings.

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

Elijah Key, Elementary Principal
Zellee Barnes, Middle School Principal
Joan B. McGlockton, High School Principal
ESE Director, Renee Jerry

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?

Elijah Key, Elementary Principal
Zellee Barnes, Middle School Principal
Joan B. McGlockton, High School Principal

Each principal will give a Curriculum Report to the Superintendent during monthly principal meetings. The report will include results of lesson plan alignment, data chats with teachers, students and parents. Where there are deficits the team will present a strategy to lend support to make certain that instruction is aligned with the Florida Standards.

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

Lesson plans, Pacing Guides and evidence of student data chats will be collected to ensure that classroom instruction is aligned to grade level Florida Standards. Supplemental programs will be aligned to grade-level Florida Standards and will be monitored by the principals and teachers.. Also, classroom activities within the Lesson Plans will be aligned to grade-level Florida Standards.

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

Evidence to support the alignment of Florida Standards to Instruction will be collected weekly by the principals who will present this information during Leadership Team Meetings to include the Superintendent, Reading Coach, ESE Director, Title I Director, Professional Development Faculty Director, Reading Coach and Subject Area Department Chairpersons.

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?

Elijah Key, Elementary Principal
Zellee Barnes, Middle School Principal
Joan B. McGlockton, High School Principal

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?

In addition to using texts from core, supplemental and intervention programs, FAMU DRS will continue to implement Read Works, Lesson Planet and Evan-Moor workbooks (Reading Informational Text) to ensure that each grade span

throughout the school has online informational text for each content area through a variety of mediums. Additionally, each of these programs offer online information texts that can be used across content areas which can easily be accessed by teachers to infuse in their lesson strategies.

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?

Elijah Key, Elementary School Principal
Zelle Barnes, Middle Schhol Principal
Joan B. McGlockton, High School Principal

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)?

Using Universal Design for Learning (UDL) principles, school based administrators and teachers will ensure that all students are given an equal opportunity to learn and to develop the skills of an expert learner. These principles include the what of learning (recognition network), the why of learning (affective network), and the how of learning (strategic network). School based administrators will also electronically collect data (through observations, lesson plans, and classroom walkthroughs) indicating that teachers are using multiple means when presenting information to students. This will include alternative presentations of visual and auditory information. The data will indicate that students have opportunities for various options for action and expression (communicating, responding, planning, and managing). To optimize the engagement of their students, teachers will implement student engagement resources/strategies for which they have received training and document such activities in data collection sources.

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

Lesson plans are collected weekly by the principal to ensure that instruction is systematic and explicit, and is based on data and student needs. Additionally, the elementary school will use their four learner charts, student grouping data and student assessment data to ensure that instruction meets their student needs. Secondary uses their fair data and classroom walkthroughs to insure that instruction is systematic and explicit and meets their students needs. Data from the online programs will be collected by principals and the Reading Coach. This information will be presented during Leadership Team Meetings. This will include alternative presentations of visual and auditory information.

- 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?**

Patricia R. West, Director of Faculty Development
Elijah Key, Elementary School Principal
Zelle Barnes, Middle Schhol Principal
Joan B. McGlockton, High School Principal

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

\$15,000.00

- 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?

Patricia R. West, Director of Faculty Development
Elijah Key, Elementary School Principal
Zelle Barnes, Middle Schhol Principal
Joan McGlockton, High School Principal

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

Title II Part A Funds & 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.

Bachelor's Degree with a minimum of four (4) years successful K-12 teaching experience required; Master's Degree preferred.
Certification in K-12 Reading or Reading Endorsement preferred; OR in process of earning Certification/Reading Endorsement within a three -year time period.
ESOL Certification or Endorsement preferred.
Strong background in reading instruction and teacher training required.
Demonstrated success as a reading teacher, especially with below-level readers.

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

FAMU DRS

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.

FAMU DRS is a state recognized lab school and has only one K-12 school within the district. One District- wide Reading Coach will be hired.

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

- a. Elementary:N/A
- b. Middle: 1- Elementary, Middle and High will combine for one Reading Coach
- c. High:N/A

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

The district will direct the coach's time and efforts to make sure that maximum time is spent coaching and mentoring (including providing professional development) in the neediest areas of instruction. The district will keep copies of agendas, sign-in sheets of small/large group professional development activities, and evidence of follow-up. In addition, Literacy Coaches will submit weekly logs to their supervisors and have weekly team meetings in which they collaborate and reflect on professional development activities provided. Evidence of student work samples, progress monitoring data, lesson plans, walk through data, etc. will be used as additional tools for collecting evidence of implementation of Professional Development provided by coaches.ugh progress monitoring whereby each week the reading/literacy coach will meet with core subject area teachers to review

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

\$40,000.00

Supports for Identification and Intervention of Students With Reading Deficiencies

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

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?

FAMU DRS is a state funded lab school and thus has one K-12 school. As such, the Elementary grade spans (K-5) will be provided 1 reading intervention teacher to provide intensive interventions and the Secondary grade span (6-12) will be provided with 2 reading intervention teachers to provide intensive interventions.

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

Yes

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

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

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

\$60,000.00- from the Reading Allocation and \$60,000.00 from General Revenue.

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.:

Study Island K-12- \$5,000.00

iReady K-5- \$8,000.00

Reading Leveled Novels via Kindle APP for students in Grades 6-12

Accelerated Reader K-8 – \$6,000.00

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

\$19,000.00

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

IDEA Part B Funding & Title I Part A Funds

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:**Elijah Key, Elementary School Principal

2. **Email Address:**elijah.key@famu.edu

3. **Phone Number:**(850) 412-5842

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

FAMU 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 – Thursday

c. **Number of instructional hours per day in reading:**5 hours

d. **End Date:**July 19, 2018

e. **Total number of instructional hours of reading:**115

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?**

1:10

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

No

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

Principals will recruit faculty members who have proven success with increasing the achievement of students who struggle with reading. Principals will then submit requisition forms to Human Resources who will check to ensure teachers are highly effective or reading endorsed before extending employment.

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	0.00
District expenditures on reading coaches	40,000.00
District expenditures on intervention teachers	60,000.00
District expenditures on supplemental materials or interventions	19,000.00
District expenditures on professional development	15,000.00
District expenditures on summer reading camps	5,614.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0.00
Flexible Categorical Spending	0.00
Sum of Expenditures	\$139,614.00
Amount of district research-based reading instruction allocation for 2018-2019	\$139,614.00

APPENDIX A



Florida A & M University Developmental Research School Student Support Services (Including Reading Intervention/ ELL) ESE Meeting

Monday,
February 12, 2018
11:30 a.m.

FAMU DRS Administrative Offices

AGENDA

Action Items

FAMU DRS SP&P Manual – 2018- 20

FAMU DRS Reading Plan (for student accommodations)

FAMU DRS ELL Plan (for student accommodations)

Coordinator

FAMU DRS Student Corrective Action Plan 2018

PEERS Updates – Working with MIS Team

Coordinator

Renee Jerry, ESE Coordinator

Zellee Barnes, District Reading Plan

Sheila LaBissiere, ELL

Renee Jerry, ESE Coordinator

Renee Jerry, ESE

Trainings

- ✓ Review Trainings – ISRD, Project 10
- ✓ FASFEPA
- ✓ Training Needs: IEP Meetings, Transition Goals & Objectives
- ✓ DRS Student Support Services/ESE
- ✓ FSA, FCAT, EOC and SAT 10 Assessments - Concentrations: Reading & Math
- ✓ Website Updates

Scheduled date for next meeting: TBD

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;

FAMU DRS 2018-2019
Identification/Intervention Decision Tree
DT 1: Elementary

Grade Level: Kindergarten

If	Then
Florida Kindergarten Readiness Screener Scale Score of 497-529 (On Watch)	<ul style="list-style-type: none"> -Whole group instruction in the 90 minute reading block -Small group instruction daily in the 90 minute reading block with a highly qualified teacher - Group size 4-8 students -Some students may receive immediate intensive intervention in addition to the 90 minute reading block -Instruction will include comprehension, phonics, phonemic awareness, decoding, and vocabulary. -Students will be progressed monitored through Common Assessments and i-Ready diagnostics.
Florida Kindergarten Readiness Screener Scale Score of 438-496 (Intervention)	<ul style="list-style-type: none"> -Small group instruction daily in the 90 minute reading block with a highly qualified teacher - Group size 4-8 students -Immediate intensive intervention in addition to the 90 minute reading block Instruction will include comprehension, phonics, phonemic awareness, decoding, and vocabulary -Students will be progressed monitored through Common Assessments and i-Ready diagnostics.
Florida Kindergarten Readiness Screener Scale Score of 437 and Below (Urgent Intervention)	<ul style="list-style-type: none"> -Small group instruction daily in the 90 minute reading block with a highly qualified teacher - Group size 1-5 students -Notify parents of reading deficiency (determined by FLKRS, i-Ready diagnostic, and FAMU DRS Performance Guidelines). -Immediate intensive intervention in addition to the 90 minute reading block -Instruction will include comprehension, phonics, phonemic awareness, decoding, and vocabulary. -Students will be progressed monitored through Common Assessments and i-Ready diagnostics

Grade Level: Kindergarten-Fifth Grade

If	Then
i-Ready Diagnostic Score of Above Level *See Chart below for i-Ready on-level ranges (above range is considered above level). And/Or 4 th and 5 th grade FSA ELA score of 4 or 5	<ul style="list-style-type: none"> -Whole group instruction in the 90 minute reading block -Small group instruction in the 90 minute reading block with a highly qualified teacher - Group size 4-8 students -Instruction will include comprehension, phonics, phonemic awareness (primary), decoding, and vocabulary.

	-Students will be progressed monitored through Common Assessments and i-Ready diagnostics.
i-Ready Diagnostic Score of On Level *See Chart below for i-Ready on-level ranges. And/Or 4 th and 5 th grade FSA ELA score of 2 or 3	-Whole group instruction in the 90 minute reading block -Small group instruction in the 90 minute reading block with a highly qualified teacher - Group size 4-8 students -Instruction will include comprehension, phonics, phonemic awareness (primary), decoding, and vocabulary and tailored to student need. Students will be progressed monitored through Common Assessments and i-Ready diagnostics.
i-Ready Diagnostic Score of Below Level *See Chart below for i-Ready on-level ranges (below range is considered below level). And/Or 4 th and 5 th grade FSA ELA score of 1 Retained 3 rd grade FSA ELA score of 1	-Small group instruction daily in the 90 minute reading block with a highly qualified teacher -Group size 1-6 students -Notify parents of substantial reading deficiency (based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations). -Immediate intensive intervention in addition to the 90 minute reading block will be provided through intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. - Instruction will include comprehension, phonics, phonemic awareness, decoding, and vocabulary and tailored to student need. - Students will be progressed monitored through Common Assessments and i-Ready diagnostics. -Students that do not respond to reading interventions will be remediated in small group instruction based on student data in areas of deficiency

Grade Level	Nine Week Targets	i-Ready
Kindergarten	1 st Quarter	362-395
	2 nd Quarter	N/A
	3 rd Quarter	396-423
	4 th Quarter	
First Grade	1 st Quarter	434-457
	2 nd Quarter	N/A
	3 rd Quarter	458-479
	4 th Quarter	
Second Grade	1 st Quarter	489-512
	2 nd Quarter	N/A
	3 rd Quarter	513-536
	4 th Quarter	
Third Grade	1 st Quarter	514-544
	2 nd Quarter	N/A
	3 rd Quarter	545-560
	4 th Quarter	

Fourth Grade	1 st Quarter	557-578
	2 nd Quarter	N/A
	3 rd Quarter	579-602
	4 th Quarter	
Fifth Grade	1 st Quarter	581-608
	2 nd Quarter	N/A
	3 rd Quarter	609-629
	4 th Quarter	

DT2 – MIDDLE (6-8)

FSA is the first data point for all placements: Grade 6 L1 259-308 L2 309-325 Grade 7 L1 257-322 L2 318-332 Grade 8 L1 276-323 L2 328-342	Placement: It is recommended that students who score at L1 be placed in a block reading class. It is recommended that students who score at L2 be placed in a single reading class.	Intensive Reading M/J 1000010 Intensive Reading M/J 1000010	
Grade 6			Other Options:
609 and above	General English/L Arts	M/J 1001010 Lang Arts	
579-608	<i>Recommended:</i> Single additional class	M/J 1000010 Intensive Read	CAR-PD or NG-CAR-PD or HQ Teacher
578 and below	<i>Strongly Recommended:</i> Block Class	M/J 1000010 Intensive Read	HQ Teacher
Grade 7			
616 and above	General English/L Arts	M/J 1001040	
609-615	<i>Recommended:</i> Single additional class	M/J 1000010 Intensive Read	CAR-PD or NG CAR-PD
608 and below	Block Class	M/J 1000010 Intensive Read	HQ Teacher
Grade 8			
632 and above	General English/L Arts	M/J 1001070	
616-631	<i>Recommended:</i> Single additional class	M/J 1000010 Intensive Read	CAR-PD or NG CAR-PD or HQ Teacher
615 and below	<i>Strongly Recommended:</i> Block Class	M/J 1000010 Intensive Read	HQ Teacher
<p>Students scoring at a level 1 are suggested to be placed in a block class. This curriculum emphasizes foundational skills that may be lacking. Phonics and/or phonemic awareness may need attention. In addition, more close readings provide differing perspectives, strengthened vocabulary, and better comprehension. Individual attention is granted to students in need and small group and whole group instruction is included.</p> <p>Students scoring at a level 2 will focus on vocabulary and comprehension. Exposure to the anchor texts of the general curriculum in reading with a strategies focus and then again in English with the language arts focus provides additional close readings. This double exposure to reading and learning helps students to strengthen reading abilities.</p> <p>All students are also expected to participate in curriculum to strengthen vocabulary and comprehension as well as oral language and writing. Differentiation is used to help these students at all levels with small and whole group teaching offered. All students are exposed to the general curriculum and anchor texts district-wide to provide grade-level expectations.</p> <p>General classes will provide “stretch” lessons for enrichment to students who are reaching success.</p>			

DT2 – MIDDLE (6-8)

Additional ESE Placement	<p>An IEP Team looks at the IEP and data and decides. To be in an access course ALL 3 of the following criteria MUST be met:</p> <ol style="list-style-type: none"> 1. The student has a significant cognitive disability. 2 Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, the student requires modifications as defined in paragraph 6A-6.03411(1)(2), F.A.C., to the grade-level general state content standards pursuant to Rule6A=1.09401, F.A.C. 3. The student requires direct instruction in areas of English Language Arts, math, social studies and science, based upon access points pursuant to Rule 6A-1.09401, F.A.C. in order to acquire, generalize, and transfer skills across settings. 	<p>7810011 M/J Access Lang Arts 1 7810012 M/J Access Lang Arts 2 7810013 M/J Access Lang Arts 3</p>	
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DT3 – HIGH (9-12)

High School			
FSA is the first data point for all placements: Grade 9 L1 276-327 <p style="text-align: center;">L2 328-342</p> Grade 10 L1 284-333 <p style="text-align: center;">L2 334-349</p> Grade 11/12 349 and below	Placement: It is strongly recommended that students who score at L1 be placed in a block reading class. It is recommended that students who score at L2 be placed in a single reading class.	Intensive Reading 1000410 Intensive Reading 1000410	NOTE: All teachers should be highly qualified. This is just the first data point in a series for placement.
iReady Scale Score (grade prior) An additional point of placement after FSA	Placement	Corresponding Course	Notes: All teachers should be Highly Qualified. When possible a block is encouraged to meet student needs
Grade 9			Other Options:
642 and above	General English	English I 1001310	Some students may be placed in DE or AP courses
632-641	<i>Recommend:</i> Single additional class	Intensive Reading 1000410	CAR-PD or NG-CAR-PD or HQ teacher
631 and below	<i>Strongly recommend:</i> Block Class	Intensive Reading 1000410	
USA TEST PREP (an additional point of placement after FSA)			

DT3 – HIGH (9-12)

Grade 10			
51%ile and above	General English	English 2 1001340	Some students may be placed in DE or AP courses
26%ile – 50%ile	<i>Recommend:</i> Single additional class	Intensive Reading 1000410	CAR-PD or NG CAR-PD or HQ teacher
25%ile and below	<i>Strongly Recommend:</i> Block Class	Intensive Reading 1000410	HQ Teacher

USA TEST PREP (an additional point of placement after FSA)	Placement	Corresponding Course	Notes: All teachers should be Highly Qualified. When possible a block is encouraged to meet student needs
Grade 11			
51%ile and above	General English	English 3 1001370	Some students may be placed in DE or AP courses
26%ile – 50%ile & <i>Students with a concordant score</i>	<i>Recommended:</i> Single additional class *	Intensive Reading 1000410	CAR-PD or NG CAR-PD Students who have met graduation requirements through a concordant score must still participate in remediation.
25%ile and below	<i>Strongly recommended:</i> Block Class	Intensive Reading 1000410	
Grade 12			
51%ile and above	General English	FL College Prep English IV 1001405	Some students may be placed in DE or AP courses
26%ile – 50%ile		FL College Prep English IV 1001405	Counts as remedial
25%ile and below	<i>Strongly Recommended:</i> In	Intensive Reading 1000410	Counts as remedial

DT3 – HIGH (9-12)

	addition to FL College Prep.		
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Additional ESE Placement	<p>An IEP Team looks at the IEP and data and decides. To be in an access course ALL 3 of the following criteria MUST be met:</p> <ol style="list-style-type: none"> 1. The student has a significant cognitive disability. 2 Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, the student requires modifications as defined in paragraph 6A-6.03411(1)(2), F.A.C., to the grade-level general state content standards pursuant to Rule 6A-1.09401, F.A.C. 3. The student requires direct instruction in areas of English Language Arts, math, social studies and science, based upon access points pursuant to Rule 6A-1.09401, F.A.C. in order to acquire, generalize, and transfer skills across settings. 	<p>7910011 Access English ½ (grade 9-10) 7910012 Access English ¾ (grades 11-12)</p>	<p>All courses are multiple credit courses – Access courses only limited to a maximum of 2.0 Credits</p>
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Students scoring at a level 1 are suggested to be placed in a block class, but are allowed a single class to remediate skills. . This curriculum emphasizes foundational skills that may be lacking. In addition, more close readings provide differing perspectives, strengthened vocabulary, and better comprehension. Individual attention is granted to students in need and small group and whole group instruction is included. Based upon need, some students have individualized instruction (IEP Directed, etc.) and personalized help with skills.

Students scoring at a level 2 will focus on vocabulary and comprehension. Exposure to the anchor texts of the general curriculum in reading with a strategies focus and then again in English with the language arts focus provides additional close readings. This double exposure to reading and learning helps students to strengthen reading abilities.

All students are also expected to participate in curriculum to strengthen vocabulary ((Greek & Latin root words, prefixes, suffixes, are all part of this instruction) alongside comprehension as well as oral language and varied writing.

DT3 – HIGH (9-12)

Differentiation is used to help these students at all levels with small and whole group teaching offered. All students are exposed to the general curriculum and anchor texts district-wide to provide grade-level expectations.

General classes will provide “stretch” lessons for enrichment to students who are reaching success.