Lafayette 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: Gina Hart, Director Teachng and Learning Services
Contact Email: ghart@lcsbmail.net
Contact Telephone: 386-294-4137

District-Level Leadership

District-level administrators must look at schools on an individual basis and distribute resources based on students' and teachers' levels of need. To describe the district system for monitoring reading instruction that differentiates school-level services, please address the following.

1. **Districts should match or exceed the State Board goals for increasing FSA-ELA achievement by six percentile points, increasing the percentage of students making learning gains on the FSA-ELA by seven percentile points and reducing the achievement gap for the identified sub groups on the FSA-ELA by at least one-third by 2020. Please fill out the charts below with the actual results from the 2015-2016 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	52	52	51	53	57	55	57

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	52	57	49	53	59	56	58

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	18	9	16	14	24	12	12
White/Hispanic	2	0	6	3	9	2	1
Economically Disadvantaged/Non-Economically Disadvantaged	27	27	28	24	29	21	18
Students with Disabilities/Students without Disabilities	42	24	40	36	48	32	28
English Language Learners/ Non-English Language Learners	22	7	17	16	18	15	15

* 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.**

   Lafayette School district is one of the smallest districts in the state of Florida. There is one elementary school (grades K-5) and one middle/high school combination school (grades 6-12). The elementary is a Title IA school and receives Title I funds to help fund two Reading intervention teachers and one Reading Coach. Professional Development is provided by the Title IIA federal funds and/or the Sustainable Educator Evaluation and Compensation fund or the the new Teacher and School Leader Incentive Fund managed by NEFEC. Readng funds are used mostly at the middle/high school for salaries. The Reading allocation funds the Reading Coach, one full time Reading intervention teacher and two other part time Reading Intervention teachers. At the elementary school the allocation will fund expenditures such as Failure Free site license and student licenses for Tier three MTSS students, text books or intensive reading classes and various instructional materials. At the middle/high school, the allocation will fund tech support and site licenses for iReady, as well as textbooks for intensive reading classes and instructional materials.

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

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

      The Director of Teaching and Learning Services is the district level administrator who oversees Reading. Lafayette School District uses Performance Matters which is a digital platform, to analyze student and educator data from multiple sources and act on that information with resources to improve teaching and learning. Both of the school principals as well as the two assistant principals meet with the Director of Teaching and Learning Services once a week to discuss student achievement and instructional practice support needed.

   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.**

      Lafayette Elementary school uses the FSA score data, I-Ready Progress Monitoring Reading Assessment data, the student's ELA grades including cold reads and comprehension assessments to monitor K- 5 grade levels. Students are monitored four times during the school year at the Lafayette Elementary school.

      Lafayette middle/high combination school (grades 6 through 12) uses FSA data, comprehension assessments, and district made assessments to monitor students and their progress toward district goals.

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

Progress Monitoring is held three times a year for both schools, Assessment Period 1 is August to September, Assessment Period 2 is November to December, Assessment Period 3 is February to March. The elementary school holds a fourth Assessment Period in May.
The school leaders from both schools (Principals, Assistant Principals, Reading Coach/Teacher Support Colleagues) will present issues and concerns at the district staff meetings following each assessment period at the weekly district staff meeting. These meetings usually fall in October, January and April.

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 Teaching and Learning Services is repsonsible for meeting with the two school principals to ensure students who are not moving towards the district 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?**

The Director of Teaching and Learning Services is repsonsible for meeting with the two school principals and/or their desginees to monitor the instructional alignment to grade level Florida standards.

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

At both schools, the elementary (K-5) and the middle/high school combination (6-12), classroom schedules are approved by the principal at the beginning of the school year. Classroom observations and walkthroughs are conducted by the Reading/Literacy Coach/TSC, principal and assistant principal on a daily basis. Curriculum maps which include the Florida Standards for ELA are turned into the Principal at the beginning of the school year. Lesson plans which provide details of daily reading instruction are turned into the Principal every two weeks. This includes all regular and special education teachers.

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

The district uses the iobservation data base to track and maintain all observations performed on teachers at both schools, the Director of Teaching and Learning Services maintains the iObservation data base. Curriculum maps are revised every year under the supervision of the school principals and turned into the Director of Teaching

and Learning Services at the beginning of the school year. Lesson Plans are turned in to the principal at both school every two weeks and includes all teachers, general education and special education teachers.

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?**

   The Director of Teachng and Learning Services

   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 district ensures ongoing in-service on text complexity for key school leaders (Reading Coach/Teacher Support Colleague, Principals, Assistant Principals and district Instructional Technology Coach). Through this and other in-service opportunities the Reading Coaches/Teacher Support Colleagues have learned how to use the Qualitative Scale for Text Complexity and a readability formula to determine appropriately complex texts by grade, subject area and/or student skill needs. The Technology coach provides continuous updated and current information on websites where appropriate texts may be located. The Reading Coaches/Teacher Support colleagues have trained core teachers at each school as well as Reading Intervention teachers at each school on how to use this model to select appropriate texts. Sufficient time will be provided periodically throughout the year for teachers to select appropriate texts and develop appropriately complex questions to accompany the texts. A bank of passages has been developed, however the bank will continue to grow and accumulate passages.

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 Director of Teaching and Learning Services

   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)?**

   Baseline data will be gathered and analyzed by classroom teachers in conjunction with the reading leadership team (the Reading Coach/TSC, Principal, Asst. Principal and Grade Level and/or department head or lead teachers) in order to identify current issues. Baseline data will include lesson plans, progress monitoring assessment scores as well as teacher evaluation observations. Based on the student assessment data the team will identify the needs of student learners. A plan will be formulated to meet the needs of those learners in order to allow access for all.

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

The Director of Teaching and Learning Services will look at the collected evidence on a quarterly schedule. However, the district staff meets weekly. In the event the collected evidence needs to be assessed more frequently, the district staff team would incorporate it into the weekly meetings as needed.

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?**

   The Director of Teaching and Learning Services

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?

   Director of Teaching and Learning Services

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

   No. Title II, A and Title I, Part A funded this training.

Reading/Literacy Coaches

The *Just Read, Florida!* Office strongly encourages district leadership to allocate reading/literacy coaches for schools determined to have the greatest need based on student performance data, especially achievement gaps. Please answer the following questions regarding reading/literacy coaches:

1. **What are the qualifications for reading/literacy coaches in your district? If there is a posted job description you may submit the link.**

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

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

   Lafayette Middle/High School (one school, grades 6-12)

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

   Lafayette Middle/High School made significant growth in learning gains in ELA this school year. Overall ELA learning gains went from 51% to 65% and ELA learning gains of the lowest 25% of ELA students this school year going from 34% to 62%. While this growth is significant we want to continue this growth. We have noticed that some of this growth is due to significant growth in a few grade levels (8th and 10th grades) not a consistant growth throughout 6-10th grades. Therefore we want to increase learning gains across all grade levels. Also, we are looking at the demographics of students who make up our lowest 25%. We are noticing that of the lowest 25% not all demographics such as our ESE and our ELL students are making the significant gains. We will focus on the sub groups within the overall population and within our lowest 25% to increase their learning gains.

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

   a. Elementary: See explanation above.
   b. Middle:The Reading allocation funds the Reading Coach for the middle/high school, one full time Reading intervention teacher at the middle/high school, and two other part time Reading Intervention teachers at the middle/high school.
   c. High:The Reading allocation funds the Reading Coach for the middle/high school, one full time Reading intervention teacher at the middle/high school, and two other part time Reading Intervention teachers at the middle/high school.

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

   Effectiveness of the Reading Coaches in the district is determined by: 1) iObservation data from teacher evaluations conducted by principal observations; 2) Progress Monitoring information from each progress monitoring assessment, 3) FSA scores of students and 4) Teacher VAM scores. Additionally, all in-district trainings are

surveyed for effectiveness by a Participation Evaluation in order to obtain feedback from the individuals receiving the service. In addition, the principal at each school requests feedback (usually via email) from instructional staff on ways to improve instructional support at the school level. The district surveys both schools at the end of each school year via Survey Monkey in an effort to gain data on the professional development given to the teachers.

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

   83580.00

Supports for Identification and Intervention of Student With Reading Deficiencies

Districts are required to submit Identification and Intercention 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?**

   The Reading Allocation will fund one full time Reading Intervention teacher and two part time Reading intervention teachers at Lafayette Middle/High School. Additional funds are pulled from the district's general fund.

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

   Lafayette Middle/High School made significant growth in learning gains in ELA this school year. Overall ELA learning gains went from 51% to 65% and ELA learning gains of the lowest 25% of ELA students this school year going from 34% to 62%. While this growth is significant we want to continue this growth. We have noticed that some of this growth is due to significant growth in a few grade levels (8th and 10th grades) not a consistant growth throughout 6-10th grades. Therefore we want to increase learning gains across all grade levels. Also, we are looking at the demographics of students who make up our lowest 25%. We are noticing that of the lowest 25% not all demographics such as our ESE and our ELL students are making the significant gains. We will focus on the sub groups within the overall population and within our lowest 25% to increase their learning gains.

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

   a. Elementary:See explanation above.
   b. Middle:The Reading allocation funds the Reading Coach for the middle/high school, one full time Reading intervention teacher at the middle/high school, and two other part time Reading Intervention teachers at the middle/high school.

c. High:The Reading allocation funds the Reading Coach for the middle/high school, one full time Reading intervention teacher at the middle/high school, and two other part time Reading Intervention teachers at the middle/high school.

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

   76348.00

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.:**

   At the elementary school the allocation will fund expenditures such as the Failure Free site license and student licenses for Tier three MTSS students, text books for intensive reading classes and various instructional materials. At the middle/high school, the allocation will fund tech support and site licenses for Achieve 3000, as well as textbooks for intensive reading classes and instructional materials.

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

   1081.00

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 Intruction Allocation, please list the funding source.**

   Title I, Part A

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:**Lisa Newman

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

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

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

   Lafayette Elementary School (only public elementary school in the district)

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

   a. **Start Date:**May 29, 2018
   b. **Which days of the week is SRC offered:**Monday, Tuesday, Wednesday, Thursday
   c. **Number of instructional hours per day in reading:**5.50
   d. **End Date:**June 28, 2018

e. **Total number of instructional hours of reading:** 104.50 (19 days X 5.50 hours a day)

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.?**

   Our teacher who delivers SRC instruction is highly effective based on past evaluation data. She also holds her reading endorsement from the state of Florida. She has other certifications and endorsements which makes her highly qualified to hold this position including ESE certification.

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

   1:12

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

   No. Only third grade students.

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

   All third grade students will be taking the Stanford 10 at the end of the school year. This will serve as a pre-test. Students will take the Stanford 10 again at the end of the SRC (using a different form) and this will serve as the post test. This test score will be used as evidence to show growth from instruction in SRC.

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 there are no charter schools in the district.
District expenditures on reading coaches	83,580.00
District expenditures on intervention teachers	76,348.00
District expenditures on supplemental materials or interventions	1081.00
District expenditures on professional development	0.00
District expenditures on summer reading camps	0.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0.00
Flexible Categorial Spending	0.00
Sum of Expenditures	161009.00
Amount of district research-based reading intruction allocation for 2018-2019	161,009.00

Documentation of collaborative meetings:

Lafayette School district is one of the smallest districts in the state of Florida. There is one elementary school (grades K-5) and one middle/high school combination school (grades 6-12). For that reason, the district level administrator who oversees Reading, the Director of Teaching and Learning Services, is also the district administrator who is responsible for ESE, Title I, Title IIa, Migrant, ELL, Homeless, Equity, Human Resources as well as teacher and administrative evaluations. Collaboration occurs between Reading, ESE and ELL because it is the same person.

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;

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

Assessments for K-2: I-Ready Progress Monitoring Assessment in Reading and Kindergarten Progress monitoring using FLKRS	AP1 – August-September AP2 – November-December AP3 – February-March AP4 - May

If: *Level 1 on I-Ready-Scale Scores:
• AP1, K <180, 1 <217. 2<244
• AP2, K<198, 1<229, 2<256
• AP3, K<212, 1<240, 2<268
• AP4 same as AP3
 	
    *437 and below on FLKRS
	If: * Level 2 on I-Ready-Scale Scores:
	• AP1, K<362, 1<434, 2<489
	• AP2, K<396, 1<458, 2<513
	• AP3, K<424, 1<480, 2<537
	• AP4 same as AP3
	
	     * 438-496 on FLKRS
		If: * Levels 3-5 on I-Ready-Scale Scores:
		• AP1, K>362, 1>434, 2 >489
		• AP2, K>396, 1>458, 2>513
		• AP3, K>424, 1>480, 2>537
		• AP4 same as AP3
		
		     *497-529 on FLKRS

Students that fall into this category have a substantial reading deficiency. These students will receive explicit, systematic and sequential, and multisensory instruction. (*See additional information regarding "substantial reading deficiency.") **Then:** • Parent is notified in parent conferences and letter home. • Note passage level compared to target passage • Compare to other assessment data (e.g. DRA or unit test) **Targeted Diagnostic Inventory** DAR Diagnostic Assessment of Reading scores to determine the level of daily differentiated intervention required for students. • PA/Phonics level • Breakdown of explicit and implicit comprehension questions • Fluency score • additional time • smaller group size • more targeted instruction • determine frequency by response to intervention • graph data • problem-solve as needed Provide differentiated small group instruction with appropriate level text. Students not responding and making progress will be further diagnosed and instruction will be modified to be more explicit and in smaller groups. Students not making progress will be served with different materials in subsequent years to accelerate their reading skills. **Programs and Materials:** Houghton-Mifflin Harcourt Florida Journeys—Tier1-K-2 Success for All Kinder Corner-K - *multisensory interventions Houghton-Mifflin Harcourt Florida Journeys Intervention lessons—Tier 2 & 3	**Then:** • Parent is notified in parent conferences and letter home. • Note passage level compared to target passage • Compare to other assessment data (e.g. Diagnostic Reading Assessment or unit test, and cold reads) **Targeted Diagnostic Inventory** DAR Diagnostic Assessment of Reading scores to determine the level of daily differentiated intervention required for students. • P.A./Phonics level • Breakdown of explicit and implicit comprehension questions. • Fluency score **Consider multiple data elements when determining instructional needs and grouping, especially of students falling in the high level 1 and low level 2. Some students in this range may need intensified interventions (more time and smaller group size). Determine specific areas of intervention. Progress monitor based on Response to Intervention and graph data.* **Programs and Materials:** Houghton-Mifflin Harcourt Florida Journeys —Tier 1-K-2 Success for All Kinder Corner-K Voyager Passport—Tier 2 Saxon Phonics—gr K-2 Power Lessons –gr. 1-2 Phonics Readers—gr. 1-2 Sequential Phonics—gr. K-2 Quick Reads—gr. 2 IReady Reteach Lessons	**Then:** • Note passage level used for Reading Comprehension compared to target passage. • Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, phonics and fluency at the word and/or connected text level. • Determine the breakdown of explicit and implicit questions • Provide comprehension instruction focused on strategic listening/reading that includes explicit instruction in using before, during, and after comprehension strategies. • Provide explicit instruction on retelling. **Programs and Materials:** Houghton-Mifflin Harcourt Florida Journeys—Tier 1-K-2 Success for All Kinder Corner -K Appropriate leveled text for small group Small group differentiated instruction that focuses on before, during and after strategies.

Saxon Phonics—gr K-2 - *Multisensory interventions Power Lessons –gr. 1-2 Phonics Readers—gr. 1-2 Sequential Phonics—gr. K-2 SRA Early Interventions in Reading—gr. 1-2 Decodable phonics readers—gr. K-2 Quick Reads—gr. 2 IReady Reteach Lessons*multisensory interventions All About Learning Press, online website, downloadable multisensory resources		

Assessments for 3-5: FSA-ELA and I-Ready Progress Monitoring Assessment in Reading

If: Level 1 on FSA-ELA, I-Ready- Scale Scores:	If: Level 2 on FSA-ELA, I-Ready – Scale Scores:	If: Levels 3-5 on FSA-ELA, I-Ready – Scale Scores:
• **AP1, Gr.3 <205, Gr. 4 <278, Gr. 5 <290** • **AP2, Gr.3 <272, Gr. 4 <289, Gr. 5 <304** • **AP3, Gr.3 <280, Gr. 4 <301, Gr. 5 <315** • **AP4 same as AP3**	• **AP1, Gr.3 <511, Gr. 4 <557, Gr. 5 <581** • **AP2, Gr.3 <545, Gr. 4 <579, Gr. 5 <609** • **AP3, Gr.3 <561, Gr. 4 <603, Gr. 5 <630** • **AP4 same as AP3**	• **AP1, Gr.3 >511, Gr. 4 >557, Gr. 5 >581** • **AP2, Gr.3 >545, Gr. 4 >579, Gr. 5 >609** • **AP3, Gr.3 >561, Gr. 4 >603, Gr. 5 >630** • **AP4 same as AP3**

Column 1 (Level 1):

Students that fall into this category have a substantial reading deficiency.   These students will receive explicit, systematic and sequential, and multisensory instruction. (*See additional information regarding "substantial reading deficiency.")

Then:

- If level 1 on FSA-ELA parent is notified with test score report, during first week of school with a letter home, also at first parent conference at the beginning of the year
- DAR (Diagnostic Assessments of Reading)
- Compare to other assessment data (e.g. Diagnostic Reading Assessment or unit test, and cold reads)
- Provide intensive instruction in word study/ word recognition
- Work on applying decoding strategies to connected text to reinforce purpose of strategies
- Build fluency as accuracy increases and focus on comprehension strategies
- Provide differentiated small group instruction
- Determine intensity of intervention and frequency of progress monitoring (OPM) based on response to intervention.
- Graph data.

*In addition to TDI task administration, it is important to listen to students read to collect multiple data points before determining students' instructional needs.

Program and Materials:
- Houghton Mifflin Harcourt Florida Journeys —Tier 1
- Houghton Mifflin Harcourt Florida Journeys intervention lessons—Tier 2 & 3 w/differentiated small group

Column 2 (Level 2):

Then:

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

Program and Materials:
- Houghton Mifflin Harcourt Florida Journeys—Tier 1
- Houghton Mifflin Harcourt Florida Journeys intervention lessons —Tier 2 &3
- Quick Reads—gr. 3-5
- Variety of appropriate leveled text
- Differentiated small group instruction
- Word of the Day activities—gr.3-5
- Reciprocal teaching—gr. 3-5
- CRISS strategies—gr. 3-5
- IReady Reteach Lessons

Column 3 (Levels 3-5):

Then:

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

*Note on Students Not Making Progress
  Instruction will be intensified accordingly. **Problem-solving teams will try different methods or materials to ensure learning is accelerated.**

Program and Materials:
  Houghton Mifflin Harcourt Florida Journeys —Tier 1
- Provide differentiated small group instruction using appropriate leveled text
- Provide opportunities for content reading and research in centers
- Reciprocal teaching—gr. 3-5
- CRISS strategies—gr. 3-5
- Essential Six FRI strategies—gr. 3-5

- REWARDS—gr. 3-5 - IReady Reteach Lessons - IReady Curriculum (paper based material to supplement Reading - Multisensory interventions - All About Learning Press, online website, downloadable multisensory resources	Ready Curriculum (paper based material to supplement Reading)	

Lafayette School District Chart G

Assessment / Curriculum Decision Tree for Reading Improvement Grades 6-8 using the Florida Assessments for Instruction in Reading

Screening Assessments	Dates	IF	THEN	Programs/Materials/Strategies
FSA – all students grades 6-8 iReady diagnostic and standards mastery for all	Spring 2018	Student scores 3, 4 or 5	Student is given high quality instruction at grade level in core ELA course, plus appropriate complex text and reading strategies in content areas. In addition, every middle student will have an additional reading class where state standards are taught, and the iReady diagnostic will be used to help enrich students on and above grade level with small group instruction	**Category D - Tier 1 (see chart below)** Core ELA Course: Pearson Literature, Odell Education, New York Engage, other standards based materials, iReady Content Areas: complex text, graphic organizers, writing and comprehension strategies
iReady diagnostic–Level 1 & 2 on FSA ELA	AP – 1 Fall 2018 AP – 2 Winter 2019 AP - 3 Spring 2019	Student scores Level 1 or Level 2 on FSA	In addition to core ELA course, student is placed in an Reading class where they are taught grade level standards, and iReady diagnostic will be used to help intervene with student learning gaps through small group instruction. .	**Category C - Tier 2** Intensive Reading Course: iReady Fluency practice REWARDS – vocabulary and decoding Pearson Literature Other Standards based materials Content Areas: complex text, graphic organizers, writing and comprehension strategies

		Student scores significantly below grade level on the iReady diagnostic	Have the student complete a DAR– then make an Academic Intervention Plan in accordance to findings of student's specific weaknesses and strengths. Students will be monitored through the MTSS/RTI process. These students also have additionanl reading class where the iReady diagnostic information will be used to intervene to close gaps by individual or small group instruction.	**Category B: Tier 3** In addition to above, these students would be pulled in to small groups of instruction (within the intensive reading course) to target specific identified weakness. Pearson Literature, iReady, MobyMax, Odell Education, NY Engage, other standards based materials REWARDS – decoding, vocabulary Connecting words strategy – vocabulary Reading Fluency activities
DAR – students who are not responding to intervention (Tier 3)	As needed for those who are not responding to interventions and we need additional information	Score below grade level in different components of DAR	Provide additional instruction in comprehension skills and vocabulary enhancements to meet grade level standards. Provide targeted instruction at the student's areas of concern.	**Category A:** Provide different interventions to try to meet needs of student and increase time and decrease number in small groups pulled

(key below for levels)

A*	B*	C*	D
Profound Disability	Tier 3 Intensive Reading Failure Free Reading Achieve 3000	Tier 2 Intensive Reading Pearson Literature	Tier 1 Pearson Literature

Match letters to intervention column:
A. FSA Level 1
Achieve 3000 Lexile scores are below grade level, specialized instruction from a highly qualified teacher certified in Exceptional Student Education, and Reading Intervention Decision Process flowchart scores for placement.
B. FSA Level 1
Achieve 3000 Lexile scores are below grade level, specialized instruction from a highly qualified teacher certified in Reading endorsement and Reading Intervention Decision Process flowchart scores for placement
C. FSA Level 1 or 2
Achieve 3000 Lexile scores are below grade level, specialized instruction from a highly qualified teacher certified in Reading Endorsement and Reading Intervention Decision Process flowchart scores for placement
D. FSA Levels 3-5
Reading Intervention Decision Process flowchart scores for placement
*A, B, and C require additional instructional time
Students scoring at Level 2 on FSA Reading and without issues in decoding or text reading efficiency will be eligible for content area reading intervention where available

Category	Instruction:	Group Size	Intensive Reading plus regular ELA Total Time:
A	Specialized, intensive Reading instruction from a highly qualified teacher, certified in Exceptional Student Education in addition to their regular ELA course.	Three or less	50 minutes + 50 minutes = **100 minutes**
B	Specialized, intensive Reading Instruction from a highly qualified teacher certified in Reading endorsement education in addition to their regular ELA course.	6 or less	50 minutes + 50 minutes = **100 minutes**
C	Specialized, intensive Reading Instruction from a highly qualified teacher certified in Reading endorsement education in addition to their regular ELA course.	12 or less	50 minutes + 50 minutes = **100 minutes**
D	Tier 1 instructional modifications in the regular education ELA course from a highly qualified teacher.	25 to 30	**50 minutes**

Lafayette School District Chart DT3 Grades 9-12
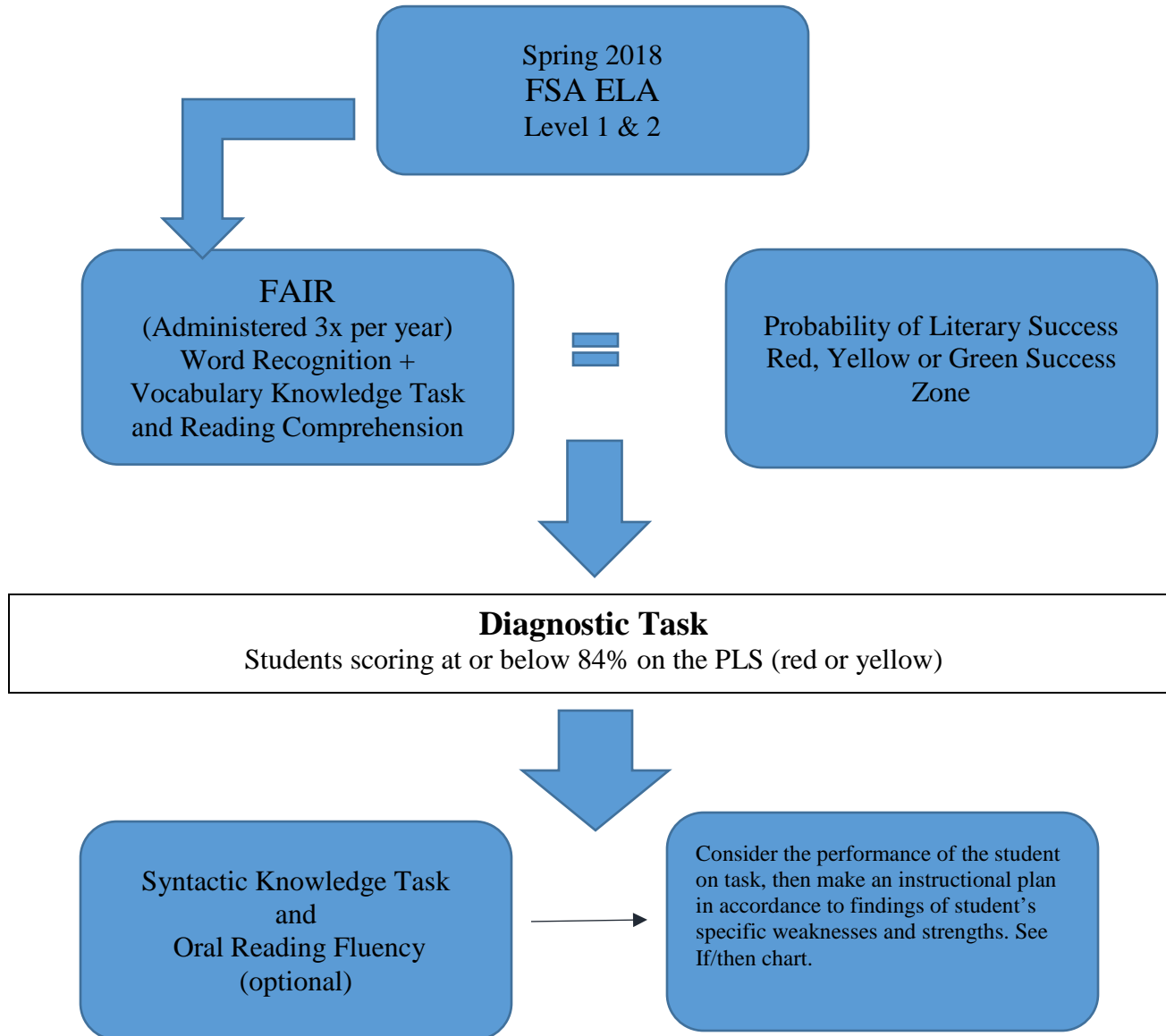## Assessment / Curriculum Decision Tree for Reading Improvement

Screening Assessments	Dates	IF	THEN	Programs/Materials/Strategies
FSA – all students grades 9-12	Spring 2017	Student scores 3, 4 or 5	Student is given high quality instruction at grade level in core ELA course, plus appropriate complex text and reading strategies in content areas.	Category D - Tier 1 (see chart below) Core ELA Course: Pearson Literature, Odell Education, New York Engage, other standards based materials Content Areas: complex text, graphic organizers, writing and comprehension strategies
		Student scores Level 1 or Level 2 on FSA	In addition to core ELA course, student is placed in an Intensive Reading course or flagged in the content area as struggling reader. (Higher Level 2 are flagged in content area). Additional progress monitoring through the use of FAIR is used to diagnose and monitor student.	Category C - Tier 2 Intensive Reading Course: Achieve 3000 – comprehension skills Fluency practice REWARDS – vocabulary and decoding Pearson Literature Other Standards based materials Content Areas: complex text, graphic organizers, writing and comprehension strategies
FAIR – Level 1 & 2 on FSA ELA	AP – 1 Fall 2018 AP – 2 Winter 2019 AP - 3 Spring 2019	Student scores below 84% on Probability of Literary Success (yellow or red)	Have the student complete the Syntactic Knowledge Task and/possibly Oral Reading Fluency– then make an instructional plan in accordance to findings of students specific weaknesses and strengths.	Category B: Tier 3 In addition to above, these students would be pulled in to small groups of instruction (within the intensive reading course) to target specific identified weakness.

		If WRT, VKT and SKT scores are above 30th percentile	Provide additional instruction in comprehension skills and vocabulary enhancements to meet grade level standards.	Pearson Literature, Achieve3000, Odell Education, NY Engage, other standards based materials
		If WRT, VKT and SKT scores are below 30th percentile	Provide targeted instruction at the student's areas of concern.	REWARDS – decoding, vocabulary Connecting words strategy – vocabulary Reading Fluency activities Achieve3000 – comprehension skills
DAR – students who are not responding to intervention (Tier 3)	As needed for those who are not responding to interventions and we need additional information	Score below grade level in different components of DAR	Category A: Provide different interventions to try to meet needs of student and increase time and decrease number in small groups pulled	(key below for levels)

(key below for levels)

A*	B*	C*	D
Profound Disability	**Tier 3 Intensive Reading** Failure Free Reading Achieve 3000	**Tier 2 Intensive Reading** Pearson Literature	**Tier 1** Pearson Literature

Match letters to intervention column:
A. FSA Level 1
Achieve 3000 Lexile scores are below grade level, specialized instruction from a highly qualified teacher certified in Exceptional Student Education, and Reading Intervention Decision Process flowchart scores for placement.
B. FSA Level 1
Achieve 3000 Lexile scores are below grade level, specialized instruction from a highly qualified teacher certified in Reading endorsement and Reading Intervention Decision Process flowchart scores for placement
C. FSA Level 1 or 2
Achieve 3000 Lexile scores are below grade level, specialized instruction from a highly qualified teacher certified in Reading Endorsement and Reading Intervention Decision Process flowchart scores for placement
D. FSA Levels 3-5
Reading Intervention Decision Process flowchart scores for placement

				*A, B, and C require additional instructional time Students scoring at Level 2 on FSA Reading and without issues in decoding or text reading efficiency will be eligible for content area reading intervention where available

Category	Instruction:	Group Size	Intensive Reading plus regular ELA Total Time:
A	Specialized, intensive Reading instruction from a highly qualified teacher, certified in Exceptional Student Education in addition to their regular ELA course.	Three or less	50 minutes + 50 minutes = **100 minutes**
B	Specialized, intensive Reading Instruction from a highly qualified teacher certified in Reading endorsement education in addition to their regular ELA course.	6 or less	50 minutes + 50 minutes = **100 minutes**
C	Specialized, intensive Reading Instruction from a highly qualified teacher certified in Reading endorsement education in addition to their regular ELA course.	12 or less	50 minutes + 50 minutes = **100 minutes**
D	Tier 1 instructional modifications in the regular education ELA course from a highly qualified teacher.	25 to 30	**50 minutes**

Lafayette School District Chart DT3 -Grades 9-12 Assessment/Curriculum Decision Tree for Reading Improvement

Spring 2018
FSA ELA
Level 1 & 2

FAIR
(Administered 3x per year)
Word Recognition +
Vocabulary Knowledge Task
and Reading Comprehension

=

Probability of Literary Success
Red, Yellow or Green Success
Zone

Diagnostic Task
Students scoring at or below 84% on the PLS (red or yellow)

Syntactic Knowledge Task
and
Oral Reading Fluency
(optional)

Consider the performance of the student on task, then make an instructional plan in accordance to findings of student's specific weaknesses and strengths. See If/then chart.

Continue to monitor the effectiveness of specific reading interventions delivered with fidelity and with the intensity (time and group size) provided, and make instructional decisions to change instruction, materials or intensity as needed.