Okaloosa 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: Ann Flanagan Contact Email: <u>flanagana@okaloosaschools.com</u> Contact Telephone: 850-833-6312

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-	2016-	2017-	2017-	2018-	2019-
	2016	2017	2017	2018	2018	2019	2020
Performance Goals	Actual	Goal	Actual	Goal	Actual	Goal	Goal
State Overall FSA- ELA	52	*	54	*	56	*	58
						68	70
District Overall FSA-ELA	63	64	64	66	64		

	2015-	2016-	2016-	2017-	2017-	2018-	2019-
Growth (Learning	2016	2017	2017	2018	2018	2019	2020
Gains) Goals	Actual	Goal	Actual	Goal	Actual	Goal	Goal
State Gains FSA-							
ELA	52	*	54	*	54	*	59
District Gains FSA-						60	62
ELA	55	57	58	59	55		

	2015-	2016-	2016-	2017-	2017-	2018-	2019-
State Achievement	2016	2017	2017	2018	2018	2019	2020
Gaps on FSA-ELA	Actual	Goal	Actual	Goal	Actual	Goal	Goal
White/African	29	*	29	*	28	*	21
American	29		29		20		21
White/Hispanic	15	*	16	*	14	*	10
Economically							
Disadvantaged/Non-	27	*	27	*	26	*	19
Economically	21		21		20		19
Disadvantaged							
Students with							
Disabilities/Students	37	*	38	*	38	*	25
without Disabilities							
English Language							
Learners/ Non-	30	*	32	*	31	*	20
English Language	50		52		51		20
Learners							

District	2015-	2016-	2016-	2017-	2017-	2018-	2019-
Achievement Gaps	2016	2017	2017	2018	2018	2019	2020
on FSA-ELA	Actual	Goal	Actual	Goal	Actual	Goal	Goal
White/African						19	17
American	25	23	23	21	22		
White/Hispanic	14	13	14	12	12	11	10
Economically						18	16
Disadvantaged/Non-							
Economically							
Disadvantaged	24	22	24	20	21		
Students with						28	25
Disabilities/Students							
without Disabilities	39	33	41	31	41		
English Language						22	20
Learners/ Non-							
English Language							
Learners	32	28	38	25	36		

* Values for subsequent years will be entered once results are available in order to track progress toward the 2020 goal.

2. Explain how expenditures from the allocation are expected to impact student achievement in relation to your district goals.

Okaloosa County School District is committed to professional development as a means to improve student performance. Based on data from FSA and teacher feedback, professional development on text-based writing, teaching literature, and Kahn Academy training will be provided this summer. Funds are also allocated to provide professional development for the creation of Standards-based Everyday Instructional Reads incorporating purposefully sequenced TDQs leading to a rigorous culminating task. Funds for Writing Working Groups for pacing and creation of integrated reading and writing tasks are also included. A consultant from the National Archives to work with Social Studies teachers to help them increase their knowledge of how to access resources and utilize information to create standards-based, differentiated lessons is paid for through the Reading Allocation. Emphasis will be placed on how to create purposeful TDQs and use documents in cooperative learning groups.

The use of data to drive instruction as a means to improve student achievement is also a priority for our school district. Okaloosa County uses Measures of Academic Progress (MAP), purchased from the Reading Allocation, as one instrument to monitor students progress and help differentiate instructions. Training for administrators to help progress monitor and for teacher leaders to train at the school site is included in the plan. Funds for release days for Intensive Reading teachers for instruction on use of data from both Achieve 3000 and MAP will be provided to help them fully understand how to progress monitor and differentiate instruction within the Balanced Literacy Model.

All of the elementary and middle schools have access to a Reading Coach on a regular basis. Funds for 11.3 coaches are included in the K-12 Reading Allocation. Additional coaches are provided through other sources of funding. Embedded professional development in the form of modeling, planning, and co-teaching within a coaching cycle will improve teacher effectiveness and subsequently student performance. Coaches also facilitate data chats to help teachers triangulate data and plan instruction.

Funds for student resources, such as Achieve 3000 for IR students, i-Ready and Accelerated Reader for elementary students, and summer reading camp materials are also included to target students in need of intervention.

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 Assistant Superintendent for Instruction, Marcus Chambers, and the Curriculum Directors, Sheila Lightbourne and Jeff Palmer, as well as Curriculum Specialists, Denise Reichal and Melissa Bowell, are responsible for reviewing student progress monitoring data. The Reading Curriculum Specialist, Ann Flanagan, the Math Curriculum Specialist, Stephanie Thetford, the Science Curriculum Specialist, Tami Ellis, and the Title I Specialist, Amy Dale, the ESE Program Director, Melody Sommer, also collect and review data for their programs. Lisa Tucker, Teacher on Special Assignment for ELL, monitors performance for that population.

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.

Okaloosa uses the Measures of Academic Progress (MAP) for progress monitoring in grades K-10, along with students in grades 11 and 12 who are still in need of remediation. Okaloosa County has also implemented instructional technology which provides reports related to progress monitoring and instructional needs for students in need of remediation. These include i-Ready for elementary and Achieve 3000 for secondary. Information regarding usage and progress are monitored by the Curriculum Specialists.

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

Okaloosa County progress monitors two to three times a year through Measures of Academic Progress depending on the grade level and needs of the students. Data is collected and reviewed by the district after each administration. School Review Site Visits are scheduled with each school by the Curriculum and Instruction Team to discuss data and ascertain school-wide progress. Plans for increasing progress towards district goals are discussed during the review.

Monitoring and review of the i-Ready and Achieve 3000 is conducted monthly

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

Intervention guidelines for students in Okaloosa School District not progressing towards district goals are outlined in our Pupil Progression Plan. The plan is developed through a committee consisting of teachers and administrators and approved by the Board of Education. Okaloosa has developed and implemented a Multi-Tiered System of Supports to ensure that struggling students receive appropriate assistance necessary to be successful in meeting pupil progressing requirements. The MTSS process guides our monitoring and remediation with students who are not progressing towards goals based on data.

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 Department of Curriculum and Instruction is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards. Teachers have been trained in the use of Item Specs and ALDs during Central Message Professional Development. This will continue to be a focus for the 2018-19 school year. Learning progressions have been developed for grade Kindergarten through grade 2.

The Department of Curriculum and Instruction has also developed Standards Resource Books that contain Item Specs, ALDs/Learning Progressions, question stems of varying DOK levels for teachers in planning and administrators during walkthroughs and formal evaluations. Specific instructional strategies by standard are also included.

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

Okaloosa County has a compressive system of reviewing school implementation of SPP Initiatives and classroom instruction. Building administrators meet for School Site Reviews with a Central Office Administration Team at the school site to monitor student achievement and implementation of instructional methodologies that align with the Florida Standards. During these visits, the Central Administration Team also visits classrooms to gather evidence of implementation in action. Schedules and minutes of School Reviews are kept at the district level.

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

Each school has one formal School Review Site Visit and one formal data chat during the year. Multiple informal reviews are also conducted. The intensity of those visits will vary from school to school depending upon need.

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 Curriculum and Instruction Department is responsible to ensure that schools have access to informational text for each content area in a variety of mediums. During our Central Message Professional Development, which is developed by the content specialists at the district level, teachers are exposed to websites and other materials they can access for informational text. Standards-based lessons are also developed.

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?

Okaloosa County is demonstrating its commitment to the use of informational text for each content area by training teachers through our Common Professional Development on how to locate complex text online through public domain and privately held websites which have been purchased by the Reading Specialist, Title I, and the Professional Development Specialist. One of the foci of this professional development is emphasizing complex text while using multiple resources (Common Lit, NewELA, Achieve 3000, Read Works, Achieve 3000, Time for Kids, Story Works, Flocabulary, FJCC, and National Archives). These, and other resources, are being added to our curriculum guides. The instructional coaches have provided additional training to their teachers on how to access these websites to locate informational text. In addition, the district provides training for US History teachers with a consultant from the National Archives on how to access materials contained on their website. Civics teachers are trained in the use of informational text through FJCC. Most secondary Social Studies teachers have been trained with the DBQ project and the district has provided those materials to the schools. Intensive Reading teachers use Achieve 3000 as a major form of instruction. All Okaloosa teachers have a generic password to Achieve 3000 as a means of securing informational text at various Lexile levels.

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 Department of Curriculum and Instruction is responsible for ensuring classroom instruction is accessible to the full range of learners using UDL. The Assistant Superintendent for Instruction, Marcus Chambers, and the Curriculum Directors, Sheila Lightbourne and Jeff Palmer, are supported by the Curriculum Specialists: Ann Flanagan, Denise Reichal, Melissa Bowell, Amy Dale, Denise McLaughlin, and Tami Ellis. Instructional Coaches have all participated in a training on UDL provided by FDLRS. This will help guide their work with teachers. Intensive Reading teachers will participate in UDL training during the 2018-19 school year. Additionally, all Okaloosa teachers have access to courses provided by FDLRS.

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)?

Okaloosa County has a comprehensive system of reviewing school implementation of SPP Initiatives and classroom instruction. Building administrators meet for school reviews with a Central Office Administration Team at the school site to monitor student achievement and implementation of instructional methodologies that align with the Florida Standards. During these visits, the Central Administration Team also visits classrooms to gather evidence of implementation in action. Schedules and minutes of School Reviews are kept at the district level.

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

Each school has one formal School Review Site Visit during the year. Multiple informal reviews are also conducted. The intensity of those visits will vary from school to school depending upon need.

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?

Denise McLaughlin, Professional Development Specialist, is responsible for developing the Master Inservice Plan for the district. The content specialist providing the training is responsible for developing and entering the activity application into the plan.

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

\$102907

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?

Denise McLaughlin, Professional Development Specialist, is responsible for ensuring that an appropriate component is included in the Master Inservice Plan. Ann Flanagan, Reading Specialist, and the Professional Development Representatives at the school sites are responsible for entering the development activity into the plan.

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

This training is not funded through the Research-Based Reading Allocation. If needed, funds may come from Title II or the general fund.

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.

The job description for a Literacy Coach is provided at: <u>https://www.okaloosaschools.com/files/_site/dept/hr/job-desc/instructional/</u> <u>reading-coach.pdf</u>

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

Edwins, Baker, Bob Sikes, Destin, Edge, Eglin, Laurel Hill, Northwood, Riverside, Pryor MS, Davidson MS, Wright, Shalimar, Elliott Point, Mary Esther, Kenwood, Florosa, Walker, Davidson MS.

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.

Yes, Coaches are placed at schools based on data. Elementary schools have either fulltime or shared coaches. Schools demonstrating the most need based on student achievement and population receive the services of a full time coach. Middle schools have shared coaches. Other factors taken into consideration are size and experience of the faculty. Every effort is made to match the coaches with the population of the school at which he or she is placed.

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

- a. Elementary:10.3
- **b.** Middle:1
- **c.** High:0

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

The Reading Specialist is responsible for the supervision of Literacy Coaches. All Literacy Coaches have two administrative walkthroughs and a final evaluation every year. Formal observations are completed every other year. Coaches create an Individual Professional Development Plan (IPDP) that includes both personal professional development goals and student objectives in the form of SMART goals. The IPDP is approved and monitored by the Reading Specialist.

Coaches provide Central Message Professional Development and school-based professional development at their school sites. Schools monitor the implementation of professional development initiatives through their SPP and leadership team. The document includes the initiative, how it will be monitored, how often and who is responsible for monitoring. Administrators collect evidence of implemention of professional development initiatives during walkthroughs and formal evaluations.

Coaches are also expected to provide embedded professional development. Coaches document their work with teachers through Partnership Agreements and Collaborative Teacher Inquiry. Both models include SMART goals progress monitoring. In addition, coaches keep a calendar of appointments that is monitored by the Reading Specialist.

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

\$889310

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?

Reading Intervention Funds are not used for this purpose. Intervention Teachers are provided from the General Fund and Title I funding.

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, Intervention Teachers are placed dependent upon data and Title I Status

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.:

Achieve 3000 (Teen Biz and Empower) is used in our Intensive Reading Classes. Small group instructional routines provide interventions. Content is multi-sensory in that it can be read aloud, activating sight and hearing. Moreover, speaking activities are included and kinestic learning is activated via writing.

- iReady is used for intervention both by the remediation and classroom teacher in small group instruction. Multimodal instruction includes "Read, Think, Talk and Write" routines.
- Measures of Academic Progress (MAP) is used for Progress Monitoring. The Skill Navigator provides grouping and suggested materials for instruction
- Accelerated Reader used for motivational reading and progress monitoring Ex
- 6. What is the total amount expended from the Research-Based Reading Instruction Allocation on supplemental instructional materials, or interventions?

\$401486

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.

Other than the Reseach-Based Reading Allocation, interventions are purchased through Title I and Title III funding. The ESE department works in combination with schoolbased funding to provide additional materials as needed. Examples of materials/programs include:

- Imagine Learning K -5 Students are required to see, hear, speak, and write language and literacy components; individualized audio portfolios created to track the student's speaking proficiency and fluency.
- Rosetta Stone Grades 6 8 Students are provided opportunities to see, hear, speak, write, language and literacy components.
- Flashcards for language learning and magnetic vocabulary boards kinesthetic sight / sound matching.
- Lyrics to Learn Students respond to narrative and informative texts through music and individual reading responses to rhythmic patterns.

- SRA Reading Mastery uses a verbal, visual and kinestitic approach.
- Heggerty Phonics (Literacy Resources, Inc.)
- Achieve 3000 Smarty Ants is systematic and explicit instruction that is individually paced. It includes video and interactive activities for K and 2 which require clicking and responding to audio and visual stimuli.
- Unique Learning Systems personalized and interactive curriculum
- Tell (for students with severe speech and language deficiencies)

Summer Reading Camps

Please complete the following questions regarding SRC.

- 1. SRC Supervisor Name: Denise Reichal
- 2. Email Address: reichald@okaloosaschools.com
- **3. Phone Number:** 833-3193
- 4. Please list the schools which will host a SRC:

Plew, Bob Sikes, Antioch, Florosa, Kenwood, Edwins, Shalimar, Destin Elementary, Laurel Hill, Baker.

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

- **a.** Start Date:June 5, 2018
- **b.** Which days of the week is SRC offered:M-F
- c. Number of instructional hours per day in reading: Click here to enter text.
- **d.** End Date:June 27, 2018
- e. Total number of instructional hours of reading:5 hours a day=85 total 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, Teachers will apply to facilitate SRC. During the application process, administrators will validate a teachers's highly effective status and/or reading endorsement status.

7. What is the anticipated teacher/student ratio?

12:1

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

K-5

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

Teachers will analyze formative assessments administered throughout SRC. At the conclusion of SRC students will be administered the SAT-10 as a summative assessment. The SAT-10 will determine promotion/retention for identified students attending 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 as Appendix C.

Budget Review

Estimated proportional share schools	69081	
District expenditures on readi	ng coaches	889310
District expenditures on inter-	<u> </u>	0
District expenditures on suppl	lemental materials or	401486
interventions		
District expenditures on profe	essional development	102907
District expenditures on sumr	ner reading camps	0
District expenditures on addit	ional hour for school on the	0
list of 300 lowest performing	elementary schools	
Flexible Categorial Spending		Click here to enter text.
	Sum of Expenditures	1462784
Amount of district research-		1462784
based reading intruction		
	allocation for 2018-2019	

APPENDIX A

K-12 Reading Plan Collaboration Meetings

Title II: Professional Development: April 6, 2018

Participants:

Denise McLaughlin, Professional Development Specialist Ann Flanagan, Reading Specialist

Agenda:

- Multi-Sensory Education Requirements
- Master In-Service Plan Component

ELL, ESE and Title I Collaboration Meeting: April 18, 2018

Participants:

Ann R. Flanagan, Reading Curriculum Specialist Amy Dale, Title One Specialist Lisa Tucker, Teacher on Special Assignment ELL Melody Summer, ESE Program Director Denise Reichal, Elementary Curriculum Specialist Agenda:

- Overview of K-12 Plan
- Multi-sensory Education Requirement and Materials
- FSA Goals and Actual Performance
- Decision Trees
- Alignment to SP&P and ELL Plan

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;

Identification/Intervention I Elementary (K-5) Measure of Academic Progre monitoring tool for all stude Literacy will be administered first 30 days of school.		
IF: MAP/FSA scale score	IF: MAP/FSA scale score	IF: MAP/FSA scale score
falls within the predictor range for Level 1 or STAR	falls within the predictor range for Level 2 or STAR	falls within the predictor range for Levels 3-5 or
EL scale score for K falls at	EL scale score for K falls	STAR EL scale score for K
437 or below.	between 438-496	falls between 497-529
Kindergarten:	Kindergarten:	Continue monitoring
In consultation with parent,	In consultation with parent,	student progress utilizing
write and implement a	write and implement at	Achievement Level
Progress Monitoring Plan	Progress Monitoring Plan	Descriptors (grades 3-5)
(PMP) that includes reading	(PMP) that includes reading	and Learning Progressions
readiness instruction.	readiness instruction.	(grades K - 2) to further
	Document conference on	assess student progress on
Administer MAP to all	the 1 st Quarter	each standard.
students prior to the	Kindergarten Report Card	
conclusion of the Quarter	Conference Form indicating	Use MAP Learning
1.	a reading deficiency.	Continuum Report to identify specific standards
If score falls within the	Administer MAP to all	and skills per student for
predictor range for Level 1	students prior to the	focus/acceleration. The
and/or a reading grade of D	conclusion of the Quarter	Class Breakdown by Goal
or F, develop or continue	1. Compare results with	Report will allow teachers
the PMP.	other diagnostic data	to group students of similar
	(DRA2, unit tests, OSCD	need. Skills Navigator will
Compare results with other	Cold Reads, Kindergarten	be used to monitor student
diagnostic data (DRA2, unit	Report Card).	progress for identified
tests, OSCD Cold Reads,		standards.
Kindergarten Report Card)	If score falls within the	
to determine if a severe	predictor range for Level 1	Continue with enhanced
reading deficiency exists.	and/or a reading grade of D	instruction that follows a
Document conference on	or F, develop or continue the PMP.	developmental reading continuum including
the 1 st Quarter		instruction with higher
Kindergarten Report Card	Grades 1-3:	level comprehension,
Conference Form indicating	Administer MAP to all	vocabulary, phonics, and
a reading deficiency.	students prior to the	fluency at the word and/or
	conclusion of the Quarter	connected text level.
Students not responding	1. Compare results with	
and making progress will be	other diagnostic data	Programs and Materials:
further diagnosed through	(DRA2, unit tests, OSCD	HMH Journeys
our MTSS process.	Cold Reads, report card).	iReady Reading for grade 2

Grades 1-3: Administer MAP to all students prior to the conclusion of the Quarter 1. Compare results with other diagnostic data (DRA2, unit tests, OSCD Cold Reads, report card) to determine if a severe reading deficiency exists. Provide written notice specifying reading deficiency to the parent. In consultation with parent, write and implement a Progress Monitoring Plan (PMP). For grade one students, the PMP should include Reading Readiness Instruction. For ESE students, coordinate with the ESE teacher regarding student progress (i.e., IEP review) Students not responding and making progress will be further diagnosed through our MTSS or IEP process. Grades 4 & 5: For students scoring at Level 1 or Level 2 on FSA, provide written notice of the reading deficiency to parents. In consultation with parent, write and implement a PMP for intensive remediation. For ESE students, coordinate with the ESE teacher regarding student progress (i.e., IEP review)	Provide written notice specifying reading deficiency to the parent. In consultation with parent, write and implement at Progress Monitoring Plan (PMP). For grade one students, the PMP should include Reading Readiness Instruction. For ESE students, coordinate with the ESE teacher regarding student progress (i.e., IEP review) Grades 4 & 5: For students scoring at Level 1 or Level 2 on FSA provide written notice of the reading deficiency to parents. In consultation with parent, write and implement a PMP for intensive remediation. For ESE students, coordinate with the ESE teacher regarding student progress (i.e., IEP review) Administer MAP to all students prior to the conclusion of the Quarter 1. Compare results with other diagnostic data (DRA2, unit tests, OSCD Cold Reads, report card). Provide written notice specifying reading deficiency to the parent. In consultation with parent, write and implement at Progress Monitoring Plan (PMP). For ESE students, coordinate with the ESE teacher regarding student progress (i.e., IEP review)	Curriculum Guides Appropriate leveled text and materials for small group Articles from Achieve 3000 and other websites

Administer MAP to all students prior to the conclusion of the Quarter 1. Compare results with other diagnostic data (DRA2, unit tests, OSCD Cold Reads, report card) to determine if a severe reading deficiency exits.	Further Diagnostic Evaluation: Use Achievement Level Descriptors (grades 3-5) and Learning Progressions (grades K - 2) to further assess student progress on each standard.	
Provide written notice specifying reading deficiency to the parent. In consultation with parent, write and implement at Progress Monitoring Plan (PMP). For ESE students, coordinate with the ESE teacher regarding student progress (i.e., IEP review)	Use MAP Learning Continuum Report to identify specific standards and skills per student for focus/remediation. The Class Breakdown by Goal Report will allow teachers to group students of similar need. Skills Navigator will be used to monitor student progress for identified standards.	
Students not responding and making progress will be further diagnosed through our MTSS or IEP process. Further Diagnostic Evaluation: Use Achievement Level Descriptors (grades 3-5) and Learning Progressions (grades K - 2) to further assess student progress on each standard.	 standards. Determine need for more intensity: additional time smaller group size more targeted instruction Determine progress monitoring steps: How frequently will progress be checked? What instrument will be used to check? 	
Use MAP Learning Continuum Report to identify specific standards and skills per student for intense focus/remediation. The Class Breakdown by Goal Report will allow teachers to group students of similar need. Skills Navigator will be used to	Provide differentiated small group instruction based on data from MAP and other assessment using appropriate level text and supplemental materials as determined the classroom teacher. Consider appropriateness of assigning student to an intervention teacher in	

monitor student prograss	addition to the classroom	
monitor student progress	addition to the classroom	
for identified standards.	teacher.	
Determine need for more	Students not responding	
intensity:	and making progress will be	
 additional time 	further diagnosed through	
• smaller group size	our MTSS process and	
 more targeted 	instruction will be modified	
instruction	to be more explicit and in	
	smaller groups. They will	
Determine progress	-	
monitoring steps:	be served with different	
 How frequently will 	materials in subsequent	
progress be	years to accelerate their	
checked?	reading skills.	
What instrument		
will be used to	Programs and Materials:	
check?	HMH Journeys	
	iReady Reading for grades	
Provide differentiated small	2-5	
group instruction with	Tyner Literacy Links	
appropriate level text and	Curriculum Guides	
	Articles from Achieve 3000	
supplemental materials		
with an intervention	and other websites	
teacher, in addition to the	Heggerty Phonics	
classroom teacher.	Imagine Learning	
Students scoring at Level 1	Fountas and Pinnell	
should be seen by the	Literacy Intervention (ILL)	
classroom teacher daily.		
Students not responding		
and making progress will be		
further diagnosed through		
our MTSS process to		
determine if the student		
has a severe reading		
deficiency, and instruction		
will be modified to include		
explicit, direct multi-		
sensory approaches in		
smaller groups. They will		
be served with different		
materials in subsequent		
years to accelerate their		
reading skills.		
Programs and Materials:		
HMH Journeys		

iReady Reading for grades	
2-5	
Articles from Achieve 3000	
and other websites	
Curriculum Guides	
Tyner Literacy Links	
SRA Reading Mastery	
Heggerty Phonics	
Imagine Learning	
Rosetta Stone	
Flashcards for Language	
Learning	
Fountas and Pinnell	
Literacy Intervention (ILL)	
Lyrics to Learn	
Unique Learning Systems	
Tell	

Identification/Intervention Decision Trees: Chart DT2—Middle	Dates:
School 6-8	AP 1—August—
Measure of Academic Progress will be used as a progress monitoring	October
tool for all students 6-8	AP 2—Nov
	Dec

			AP 3—
			February—
			March
			AP 4—April
			May
Students scoring at	Students scoring at	Students scoring at	Students
Level 1 on FSA or	lower level 2 on FSA	upper level 2 on FSA	scoring at level
with a predictor	or with a predictor	or with a predictor	3 or above on
score of Level 1 on	score of lower level 2	score of upper level 2	FSA or with a
MAP	on MAP	on MAP	predictor
			score of 3 or
			above on MAP
For students scoring	For students scoring	For students scoring	Students
at Level 1 on FSA	at Level 1 or Level 2	at Level 1 or Level 2	scoring at level
provide written	on FSA provide	on FSA provide	3 or above on
notice of the reading	written notice of the	written notice of the	FSA or with a
deficiency to parents.	reading deficiency to	reading deficiency to	predictor score
Students scoring at	parents. Students	parents. Students	of 3 or above
Level one will be	scoring at lower level	scoring at upper level	on MAP are
placed in an Intensive	2 are strongly	2 are strongly	placed in the
Reading/Intensive	recommended for	recommended for	appropriate
ELA Class. In	placement in an	placement in a	level of an ELA
consultation with	Intensive	Content Area Reading	class which is
parent, write and	Reading/Intensive	Course with a	determined
implement a PMP for	ELA class. In	Reading	individually at
intensive	consultation with	Endorsed/Certified	guidance
remediation. For ESE	parent, write and	teacher, or a teacher	meetings.
students, coordinate	implement a PMP for	trained in CAR-PD or	Grades, FSA
with the ESE teacher	intensive	NGCAR-PD. Highly	and teacher
regarding student	remediation. For ESE	Qualified Elementary	annotations
progress (i.e., IEP	students, coordinate	Certified Teachers	are taken into
review)	with the ESE teacher	may also teach	account to
	regarding student	Content Area Classes	allow for
Administer MAP to all	progress (i.e., IEP	in Sixth Grade. In	access and
students prior to the	review)	consultation with	equality.
conclusion of the		parent, write and	
Quarter 1. Compare	Administer MAP to all	implement a PMP for	Instruction:
results with other	students prior to the	intensive	Teachers
diagnostic data	conclusion of the	remediation. For ESE	within those
(grades in ELA and IR	Quarter 1. Compare	students, coordinate	classes will
classes, previous FSA	results with other	with the ESE teacher	focus on
results and Achieve	diagnostic data	regarding student	Everyday
3000 level set	(grades in ELA and IR	progress (i.e., IEP	Instructional
results).	classes, previous FSA	review)	Reads with
Provide written	results and Achieve		Text
notice specifying	3000 level set	Administer MAP to all	Dependent
reading deficiency to	results).	students prior to the	Questions of
the parent. In		conclusion of the	varying DOK

consultation with	Provide written	Quarter 1. Compare	levels leading
parent, write and	notice specifying	results with other	to a
implement at	reading deficiency to	diagnostic data	culminating
Progress Monitoring	the parent. In	(grades in ELA class,	task.
Plan (PMP). For ESE	consultation with	or FSA results).	
students, coordinate	parent, write and		Teachers will
with the ESE teacher	implement at	Provide written	use MAP
regarding student	Progress Monitoring	notice specifying	Learning
progress (i.e., IEP	Plan (PMP). For ESE	reading deficiency to	Continuum
review)	students, coordinate	the parent. In	Report to
	with the ESE teacher	consultation with	identify
	regarding student	parent, write and	specific
Further Diagnostic	progress (i.e., IEP	implement at	standards and
Evaluation:	review)	Progress Monitoring	skills per
Use Achievement		Plan (PMP). For ESE	student to
Level Descriptors to		students, coordinate	differentiate
further assess	Further Diagnostic	with the ESE teacher	instruction.
student progress on	Evaluation:	regarding student	The Class
each standard.	Use Achievement	progress (i.e., IEP	Breakdown by
	Level Descriptors to	review)	Goal Report
Use MAP Learning	further assess		will allow
Continuum Report to	student progress on	Further Diagnostic	teachers to
identify specific	each standard	Evaluation:	group students
standards and skills		Use Achievement	of similar
per student for	Use MAP Learning	Level Descriptors to	need.
intense	Continuum Report to	further assess	
focus/remediation.	identify specific	student progress on	ALDs will also
The Class Breakdown	standards and skills	each standard	be used to
by Goal Report will	per student for		determine
allow teachers to	focus/remediation.	Use MAP Learning	students'
group students of	The Class Breakdown	Continuum Report to	specific
similar need. Skills	by Goal Report will	identify specific	achievement
Navigator will be	allow teachers to	standards and skills	level for each
used to monitor	group students of	per student for	standard.
progress for	similar need. Skills	focus/remediation.	
identified students.	Navigator will be	The Class Breakdown	
	used to monitor	by Goal Report will	
Determine need for	progress for	allow teachers to	Materials:
more intensity:	identified students.	group students of	Teachers will
 additional 		similar need. Skills	use HMH
time	Determine need for	Navigator will be	Collections
 smaller group 	more intensity:	used to monitor	along with
size	 additional 	progress for	articles from
 more targeted 	time	identified students.	Achieve 3000,
instruction	 smaller group 		Common Lit,
Determine progress	size	Determine need for	NewsELA, and
monitoring steps:		more intensity:	other websites
			focusing on

			the content
• How	more targeted	 additional 	the content
frequently will	instruction	time	area
progress be	Determine progress	 smaller group 	standards.
checked?	monitoring steps:	size	
 What 	• How	 more targeted 	
instrument	frequently will	instruction	
will be used to	progress be	Determine progress	
check?	checked?	monitoring steps:	
	 What 	How	
Instruction:	instrument	frequently will	
Teachers will	will be used to	progress be	
implement the Five-	check?	checked?	
step Literacy Routine		 What 	
within a Balanced	Instruction:	instrument	
Literacy Model.	Teachers will	will be used to	
Instruction with both	implement the Five-	check?	
appropriately leveled	step Literacy Routine		
and grade complex	within a Balanced		
text, including DBQs,	Literacy Model.	Instruction:	
will be provided.	Instruction with both	Teachers teaching	
Teachers will provide	appropriately leveled	Content Area Classes	
differentiated small	and grade complex	will focus on	
group instruction	text, including DBQs,	Everyday	
with the Achieve	will be provided.	Instructional Reads	
3000 Strategy	Teachers will provide	with Text Dependent	
Lessons in specific	differentiated small	Questions of varying	
skills, decoding and	group instruction	DOK levels leading to	
fluency along with	with the Achieve	a culminating task.	
other supplemental	3000 Strategy		
materials.	Lessons in specific	Differentiated	
Independent practice	skills, decoding and	instruction will be	
will be implemented	fluency along with	provided using ALDs	
with station	other supplemental	and NGCAR-PD word	
activities.	materials.	study, vocabulary and	
	Independent practice	comprehension	
	will be implemented	strategies.	
Students not	with station	Strates.	
responding and	activities.		
making progress will		Students not	
be further diagnosed		responding and	
through our MTSS	Students not		
process and	responding and	making progress will	
instruction will be	making progress will	be further diagnosed	
modified to be more	be further diagnosed	through our MTSS	
explicit and in smaller	through our MTSS	process and	
groups. They will be	-	instruction will be	
served with different	process and instruction will be	modified to be more	
served with different		explicit and in smaller	

		1	
materials in	modified to be more	groups. They will be	
subsequent years to	explicit and in smaller	served with different	
accelerate their	groups. They will be	materials in	
reading skills.	served with different	subsequent years to	
	materials in	accelerate their	
Programs and	subsequent years to	reading skills.	
Materials:	accelerate their		
Achieve 3000	reading skills.	Programs and	
Novels		Materials:	
DBQ Project	Programs and	HMH Collections and	
Materials	Materials:	content area	
Ready Reading in	Achieve 3000 in	materials, articles	
some schools	Intensive Reading	from Achieve 3000,	
Websites such as	Classes	Common Lit,	
Common Lit and	Novels	NewsELA, and other	
NewsELA	DBQ Project	websites focusing on	
Kahn Academy	Materials	the content area	
	Websites such as	standards. Social	
	Common Lit and	Studies teachers will	
	NewsELA	use materials from	
	Kahn Academy	the DBQ project.	
	Developing Core	Developing Core	
	Proficiencies (Odell	Proficiencies (Odell	
	Education)	Education)	
		Kahn Academy	

Identification/Intervention Decision Trees: Chart DT3 High School (9- 12) Measure of Academic Progress will be used as a progress monitoring tool for all students in grades 9-10 students who have not passed FSA			Dates: AP 1—August— October AP 2—NovDec AP 3— February— March
Students scoring at Level 1 on FSA or with a predictor	Students scoring at lower level 2 on FSA or with a predictor	Students scoring at upper level 2 on FSA or with a predictor	Students scoring at level 3 or above on FSA or with a

score of Level 1 on	score of lower level 2	score of upper level 2	predictor score
MAP	on MAP	on MAP	of 3 or above on MAP
For students scoring	For students scoring	For students scoring	Students
at Level 1 on FSA	at Level 1 or Level 2	at Level 1 or Level 2	scoring at level
provide written	on FSA provide	on FSA provide	3 or above on
notice of the reading	written notice of the	written notice of the	FSA or with a
deficiency to parents.	reading deficiency to	reading deficiency to	predictor score
Students scoring at	parents. Students	parents. Students	of 3 or above
Level one will be	scoring at lower level	scoring at upper level	on MAP are
placed in an Intensive	2 are strongly	2 are strongly	placed in the
Reading Class. In	recommended for	recommended for	appropriate
consultation with	placement in an	placement in a	level of an ELA
parent, write and	Intensive Reading	Content Area Reading	class which is
implement a PMP for	Class. In consultation	Course with a	determined
intensive	with parent, write	Reading	individually at
remediation. For ESE	and implement a	Endorsed/Certified	guidance
students, coordinate	PMP for intensive	teacher, or a teacher	meetings.
with the ESE teacher	remediation. For ESE	trained in CAR-PD or	Grades, FSA
regarding student	students, coordinate	NGCAR-PD. Twelfth	and teacher
progress (i.e., IEP	with the ESE teacher	grade students may	annotations
review)	regarding student	also be placed in an	are taken into
	progress (i.e., IEP	English IV College	account to
Administer MAP to all	review)	Readiness Class. In	allow for
students prior to the		consultation with	access and
conclusion of the	Administer MAP to all	parent, write and	equality.
Quarter 1. Compare	students prior to the	implement a PMP for	
results with other	conclusion of the	intensive	Instruction:
diagnostic data	Quarter 1. Compare	remediation. For ESE	Teachers
(grades in ELA and IR	results with other	students, coordinate	within those
classes, previous FSA	diagnostic data	with the ESE teacher	classes will
results and Achieve	(grades in ELA and IR	regarding student	focus on
3000 Level Set	classes, previous FSA	progress (i.e., IEP	Everyday
Results).	results and Achieve	review)	Instructional
Provide written	3000 Level Set		Reads with
notice specifying	Results).	Administer MAP to all	Text
reading deficiency to		students prior to the	Dependent
the parent. In	Provide written	conclusion of the	Questions of
consultation with	notice specifying	Quarter 1. Compare	varying DOK
parent, write and	reading deficiency to	results with other	levels leading
implement at	the parent. In	diagnostic data	to a
Progress Monitoring	consultation with	(grades in ELA class,	culminating
Plan (PMP). For ESE	parent, write and	previous FSA results).	task.
students, coordinate	implement at		
with the ESE teacher	Progress Monitoring	Provide written	Teachers will
regarding student	Plan (PMP). For ESE	notice specifying	use MAP
progress (i.e., IEP	students, coordinate	reading deficiency to	Learning
review)	with the ESE teacher	the parent. In	Continuum

	regarding student	consultation with	Report to
Further Diagnostic	progress (i.e., IEP	parent, write and	identify
Further Diagnostic	review)	implement at	specific
Evaluation:		Progress Monitoring	standards and
Use Achievement		Plan (PMP). For ESE	skills per
Level Descriptors to	Further Diagnostic	students, coordinate	student to
further assess	Evaluation:	with the ESE teacher	differentiate
student progress on	Use Achievement	regarding student	instruction.
each standard.	Level Descriptors to	progress (i.e., IEP	The Class
	further assess	review)	Breakdown by
Use MAP Learning	student progress on		Goal Report
Continuum Report to	each standard	Further Diagnostic	will allow
identify specific		Evaluation:	teachers to
standards and skills	Use MAP Learning	Use Achievement	group students
per student for	Continuum Report to	Level Descriptors to	of similar need.
intense	identify specific	further assess	ALDs will also
focus/remediation.	standards and skills	student progress on	be used to
The Class Breakdown	per student for	each standard	determine
by Goal Report will	intense		students'
allow teachers to	focus/remediation.	Use MAP Learning	specific
group students of	The Class Breakdown	Continuum Report to	achievement
similar need. Skills	by Goal Report will	identify specific	level for each
Navigator will be	allow teachers to	standards and skills	standard.
used to monitor	group students of	per student for	
progress for	similar need. Skills	intense	Programs and
identified students.	Navigator will be	focus/remediation.	Materials:
	used to monitor	The Class Breakdown	Teachers use
Determine need for	progress for	by Goal Report will	НМН
more intensity:	identified students.	allow teachers to	Collections
additional		group students of	along with
time	Determine need for	similar need. Skills	articles form
 smaller group 	more intensity:	Navigator will be	Achieve 3000,
size	additional	used to monitor	Common Lit,
more targeted	time	progress for	NewsELA, and
instruction	 smaller group 	identified students.	other websites
Determine progress	size		focusing on
monitoring steps:	 more targeted 	Determine need for	complex text.
How	instruction	more intensity:	
frequently will	Determine progress	additional	
progress be	monitoring steps:	time	
checked?	• How	 smaller group 	
What	frequently will	size	
instrument	progress be	 more targeted 	
will be used to	checked?	instruction	
check?	What	Determine progress	
	instrument	monitoring steps:	
Instruction:			

	will be used to	- 11	
T a sala a sa 111	will be used to	• How	
Teachers will	check?	frequently will	
implement the Five-		progress be	
step Literacy Routine		checked?	
within a Balanced	Instruction:	 What 	
Literacy Model.	Teachers will	instrument	
Instruction with both	implement the Five-	will be used to	
appropriately leveled	step Literacy Routine	check?	
and grade complex	within a Balanced		
text, including DBQs,	Literacy Model.	Instruction:	
will be provided.	Instruction with both		
Teachers will provide	appropriately leveled	HMH Collections	
differentiated small	and grade complex	along with articles	
group instruction	text, including DBQs,	from Websites, such	
with the Achieve	will be provided.	as, Achieve 3000,	
3000 Strategy	Teachers will provide	Common Lit,	
Lessons in specific	differentiated small	NewsELA .	
skills, decoding and	group instruction		
fluency along with	with the Achieve	Teachers teaching	
other supplemental	3000 Strategy	Content Area Classes	
materials.	Lessons in specific	also will focus on	
Independent practice	skills, decoding and	Everyday	
will. Independent	fluency along with	Instructional Reads	
practice will be	other supplemental	with Text Dependent	
implemented with	materials.	Questions of varying	
stations activities.	Independent practice	DOK levels leading to	
	will. Independent	a culminating task.	
Students not	practice will be	a cummating task.	
responding and	implemented with	Differentiated	
making progress will	station activities.	instruction will be	
be further diagnosed	station activities.		
through our MTSS	Students not	provided using ALDs and NGCAR-PD word	
process and	responding and		
instruction will be	making progress will	study, vocabulary and	
modified to be more	be further diagnosed	comprehension	
explicit and in smaller	=	strategies.	
•	through our MTSS	Taaabarataaabira	
groups. They will be	process and instruction will be	Teachers teaching	
served with different		English IV: College	
materials in	modified to be more	Readiness will focus	
subsequent years to	explicit and in smaller	on Vocabulary and	
accelerate their	groups. They will be	word attack skills,	
reading skills.	served with different	Comprehension and	
	materials in	Writing through	
Programs and	subsequent years to	Reading.	
Materials:	accelerate their		
Achieve 3000	reading skills.	Students not	
Novels		responding and	

DBQ ProjectPrograms andmaking progress willMaterialsMaterials:be further diagnosedReady Reading in some schoolsAchieve 3000 inthrough our MTSSWebsites such asClassesinstruction will beCommon Lit andNovelsmodified to be moreNewsELADBQ Projectexplicit and in smallerKahn AcademyMaterialsgroups. They will beWebsites such ascommon Lit andnewsellaKahn AcademyMaterialssubsequent years toaccelerate theirreading skills.Proficiencies (OdellPrograms andEducation)Materials:Kahn AcademyDeveloping CoreProficiencies (OdellPrograms andEducation)Torgrams andMaterials:Kahn AcademyDeveloping CoreProficiencies (OdellEducation)Torgrams and	DBQ Project			
Ready Reading in some schoolsAchieve 3000 in Intensive Reading Classesthrough our MTSS process and instruction will beWebsites such as Common Lit and NewsELAClassesinstruction will be modified to be more explicit and in smaller groups. They will be websites such as Common Lit and NewsELADBQ Project Websites such as common Lit and NewsELAexplicit and in smaller modified to be more explicit and in smaller modified to be more explicit and in smaller groups. They will be served with different materials in subsequent years to accelerate their reading skills.Vebsites (Odell Education)Programs and Materials: Kahn Academy Developing Core Proficiencies (Odell Education)	-	-		
some schoolsIntensive Reading Classesprocess and instruction will beWebsites such as Common Lit and NewsELA Kahn AcademyNovelsmodified to be more explicit and in smaller groups. They will be served with different materials in subsequent years to accelerate their reading skills.NovelsWebsites such as Common Lit and NewsELA Kahn Academy Developing Core Proficiencies (Odell Education)process and instruction will be modified to be more explicit and in smaller materials in subsequent years to accelerate their reading skills.Programs and Materials: Kahn Academy Developing Core Proficiencies (Odell Education)Programs and Materials: Kahn Academy Developing Core Proficiencies (Odell Education)			_	
Websites such as Common Lit and NewsELA Kahn AcademyClasses Novels DBQ Project Materials Websites such as Common Lit and NewsELA Kahn Academyinstruction will be modified to be more explicit and in smaller groups. They will be served with different materials in subsequent years to accelerate their reading skills.Vebsites such Proficiencies (Odell Education)Programs and Materials: Kahn Academy Developing Core Proficiencies (Odell Education)			-	
Common Lit and NewsELA Kahn AcademyNovels DBQ Project Materialsmodified to be more explicit and in smaller groups. They will be served with different materials in subsequent years to accelerate their reading skills.Novels Developing Core Proficiencies (Odell Education)modified to be more explicit and in smaller groups. They will be served with different materials in subsequent years to accelerate their reading skills.Programs and Materials: Kahn Academy Developing Core Proficiencies (Odell Education)		0	-	
NewsELA Kahn AcademyDBQ Project Materialsexplicit and in smaller groups. They will be served with different materials in subsequent years to accelerate their reading skills.NewsELA Kahn Academy Developing Core Proficiencies (Odell Education)explicit and in smaller groups. They will be served with different materials in subsequent years to accelerate their reading skills.Programs and Materials: Kahn Academy Developing Core Proficiencies (Odell Education)Programs and Materials: Kahn Academy Developing Core Proficiencies (Odell Education)				
Kahn AcademyMaterials Websites such as Common Lit and NewsELA Kahn Academy Developing Core Proficiencies (Odell Education)groups. They will be served with different materials in subsequent years to accelerate their reading skills.Proficiencies (Odell Education)Programs and Materials: Kahn Academy Developing Core Proficiencies (Odell Education)				
Websites such as Common Lit and NewsELA Kahn Academy Developing Core Proficiencies (Odell Education)served with different materials in subsequent years to accelerate their reading skills.Proficiencies (Odell Education)Programs and Materials: Kahn Academy Developing Core Proficiencies (Odell Education)		-	-	
Common Lit and NewsELA Kahn Academy Developing Core Proficiencies (Odell Education)materials in subsequent years to accelerate their reading skills.Proficiencies (Odell Education)Programs and Materials: Kahn Academy Developing Core Proficiencies (Odell Education)	Kahn Academy		o 1 <i>i</i>	
NewsELAsubsequent years to accelerate their reading skills.Developing Core Proficiencies (Odell Education)reading skills.Programs and Materials: Kahn Academy Developing Core Proficiencies (Odell Education)Programs and Materials: Kahn Academy Developing Core Proficiencies (Odell Education)		Websites such as	served with different	
Kahn Academy Developing Core Proficiencies (Odell Education)accelerate their reading skills.Proficiencies (Odell Education)Programs and Materials: Kahn Academy Developing Core Proficiencies (Odell Education)		Common Lit and	materials in	
Developing Core Proficiencies (Odell Education) Programs and Materials: Kahn Academy Developing Core Proficiencies (Odell Education)		NewsELA	subsequent years to	
Proficiencies (Odell Education) Programs and Materials: Kahn Academy Developing Core Proficiencies (Odell Education)		Kahn Academy	accelerate their	
Education) Programs and Materials: Kahn Academy Developing Core Proficiencies (Odell Education)		Developing Core	reading skills.	
Materials: Kahn Academy Developing Core Proficiencies (Odell Education)		Proficiencies (Odell		
Kahn Academy Developing Core Proficiencies (Odell Education)		Education)	Programs and	
Developing Core Proficiencies (Odell Education)			Materials:	
Proficiencies (Odell Education)			Kahn Academy	
Education)			Developing Core	
			Proficiencies (Odell	
Toochors will uso			Education)	
Toochars will use				
			Teachers will use	
content area			content area	
materials, articles			materials, articles	
from Achieve 3000,			from Achieve 3000,	
Common Lit,			Common Lit,	
NewsELA, and other			NewsELA, and other	
websites focusing on			websites focusing on	
the content area			the content area	
standards. Social			standards. Social	
Studies teachers will			Studies teachers will	
use materials from			use materials from	
the DBQ project.			the DBQ project.	
English IV College			English IV College	
Readiness: Pearson				
Master Reader and			Master Reader and	
Writer.			Writer.	