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: flanagana@okaloosaschools.com
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.**

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	63	64	64	66	64	68	70

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	55	57	58	59	55	60	62

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	25	23	23	21	22	19	17
White/Hispanic	14	13	14	12	12	11	10
Economically Disadvantaged/Non-Economically Disadvantaged	24	22	24	20	21	18	16
Students with Disabilities/Students without Disabilities	39	33	41	31	41	28	25
English Language Learners/ Non-English Language Learners	32	28	38	25	36	22	20

* 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.

<u>**Professional Development**</u>

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:
   https://www.okaloosaschools.com/files/_site/dept/hr/job-desc/instructional/reading-coach.pdf

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 full-time 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 intitiative, 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 school-based 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 distributed to district charter schools		69081
District expenditures on reading coaches		889310
District expenditures on intervention teachers		0
District expenditures on supplemental materials or interventions		401486
District expenditures on professional development		102907
District expenditures on summer reading camps		0
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools		0
Flexible Categorial Spending		Click here to enter text.
	Sum of Expenditures	1462784
	Amount of district research-based reading intruction allocation for 2018-2019	1462784

APPENDIX A

K-12 Reading Plan Collaboration Meetings

<u>Title II: Professional Development: April 6, 2018</u>

Participants:

Denise McLaughlin, Professional Development Specialist

Ann Flanagan, Reading Specialist

Agenda:

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

<u>ELL, ESE and Title I Collaboration Meeting: April 18, 2018</u>

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 Decision Trees: Chart DT1— Elementary (K-5) Measure of Academic Progress will be used as a progress monitoring tool for all students K-5. In addition, STAR Early Literacy will be administered to kindergarten students during the first 30 days of school.		Dates: AP 1—August—October AP 2—Nov.--Dec AP 3—February—March AP 4—April--May
IF: MAP/FSA scale score falls within the predictor range for Level 1 or STAR EL scale score for K falls at 437 or below.	IF: MAP/FSA scale score falls within the predictor range for Level 2 or STAR EL scale score for K falls between 438-496	IF: MAP/FSA scale score falls within the predictor range for Levels 3-5 or STAR EL scale score for K falls between 497-529
Kindergarten: In consultation with parent, write and implement a Progress Monitoring Plan (PMP) that includes reading readiness instruction. Administer MAP to all students prior to the conclusion of the Quarter 1. If score falls within the predictor range for Level 1 and/or a reading grade of D or F, develop or continue the PMP. Compare results with other diagnostic data (DRA2, unit tests, OSCD Cold Reads, Kindergarten Report Card) to determine if a severe reading deficiency exists. Document conference on the 1st Quarter Kindergarten Report Card Conference Form indicating a reading deficiency. Students not responding and making progress will be further diagnosed through our MTSS process.	**Kindergarten:** In consultation with parent, write and implement at Progress Monitoring Plan (PMP) that includes reading readiness instruction. Document conference on the 1st Quarter Kindergarten Report Card Conference Form indicating a reading deficiency. 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, Kindergarten Report Card). If score falls within the predictor range for Level 1 and/or a reading grade of D or F, develop or continue the PMP. **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).	Continue monitoring student progress utilizing Achievement Level Descriptors (grades 3-5) and Learning Progressions (grades K - 2) to further assess student progress on each standard. Use MAP Learning Continuum Report to identify specific standards and skills per student for focus/acceleration. 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. 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. **Programs and Materials:** HMH Journeys 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. 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) 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. 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	**Further Diagnostic Evaluation:** Use Achievement Level Descriptors (grades 3-5) and Learning Progressions (grades K - 2) to further assess student progress on each standard. 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. 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? 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 progress for identified 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? Provide differentiated small group instruction with appropriate level text and supplemental materials with an intervention teacher, in addition to the classroom teacher. Students scoring at Level 1 should be seen by the 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	addition to the classroom teacher. Students not responding and making progress will be further diagnosed through our MTSS process and instruction 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. **Programs and Materials:** HMH Journeys iReady Reading for grades 2-5 Tyner Literacy Links Curriculum Guides Articles from Achieve 3000 and other websites Heggerty Phonics Imagine Learning Fountas and Pinnell Literacy Intervention (ILL)	

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 School 6-8 **Measure of Academic Progress will be used as a progress monitoring tool for all students 6-8**	**Dates:** **AP 1—August—October** **AP 2—Nov.--Dec**

			AP 3—February—March AP 4—April--May
Students scoring at Level 1 on FSA or with a predictor score of Level 1 on MAP	**Students scoring at lower level 2 on FSA or with a predictor score of lower level 2 on MAP**	**Students scoring at upper level 2 on FSA or with a predictor score of upper level 2 on MAP**	**Students scoring at level 3 or above on FSA or with a predictor score of 3 or above on MAP**
For students scoring at Level 1 on FSA provide written notice of the reading deficiency to parents. Students scoring at Level one will be placed in an Intensive Reading/Intensive ELA Class. 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 (grades in ELA and IR classes, previous FSA results and Achieve 3000 level set results).
Provide written notice specifying reading deficiency to the parent. In | For students scoring at Level 1 or Level 2 on FSA provide written notice of the reading deficiency to parents. Students scoring at lower level 2 are strongly recommended for placement in an Intensive Reading/Intensive ELA class. 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 (grades in ELA and IR classes, previous FSA results and Achieve 3000 level set results). | For students scoring at Level 1 or Level 2 on FSA provide written notice of the reading deficiency to parents. Students scoring at upper level 2 are strongly recommended for placement in a Content Area Reading Course with a Reading Endorsed/Certified teacher, or a teacher trained in CAR-PD or NGCAR-PD. Highly Qualified Elementary Certified Teachers may also teach Content Area Classes in Sixth Grade. 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 | Students scoring at level 3 or above on FSA or with a predictor score of 3 or above on MAP are placed in the appropriate level of an ELA class which is determined individually at guidance meetings. Grades, FSA and teacher annotations are taken into account to allow for access and equality.

Instruction: Teachers within those classes will focus on Everyday Instructional Reads with Text Dependent Questions of varying DOK |

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) **Further Diagnostic Evaluation:** Use Achievement Level Descriptors to further assess student progress on each standard. 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 monitor progress for identified students. Determine need for more intensity: • additional time • smaller group size • more targeted instruction Determine progress monitoring steps:	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) **Further Diagnostic Evaluation:** Use Achievement Level Descriptors to further assess student progress on each standard 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 progress for identified students. Determine need for more intensity: • additional time • smaller group size	Quarter 1. Compare results with other diagnostic data (grades in ELA class, or FSA results). 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) **Further Diagnostic Evaluation:** Use Achievement Level Descriptors to further assess student progress on each standard 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 progress for identified students. Determine need for more intensity:	levels leading to a culminating task. Teachers will use MAP Learning Continuum Report to identify specific standards and skills per student to differentiate instruction. The Class Breakdown by Goal Report will allow teachers to group students of similar need. ALDs will also be used to determine students' specific achievement level for each standard. **Materials:** Teachers will use HMH Collections along with articles from Achieve 3000, Common Lit, NewsELA, and other websites focusing on

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

materials in subsequent years to accelerate their reading skills. **Programs and Materials:** Achieve 3000 Novels DBQ Project Materials Ready Reading in some schools Websites such as Common Lit and NewsELA Kahn Academy	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:** Achieve 3000 in Intensive Reading Classes Novels DBQ Project Materials 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. **Programs and Materials:** HMH Collections and content area materials, articles from Achieve 3000, Common Lit, NewsELA, and other websites focusing on the content area standards. Social Studies teachers will use materials from the DBQ project. Developing Core Proficiencies (Odell 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—Nov.--Dec** **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 MAP	score of lower level 2 on MAP	score of upper level 2 on MAP	predictor score of 3 or above on MAP
For students scoring at Level 1 on FSA provide written notice of the reading deficiency to parents. Students scoring at Level one will be placed in an Intensive Reading Class. 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 (grades in ELA and IR classes, previous FSA results and Achieve 3000 Level Set Results).
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) | For students scoring at Level 1 or Level 2 on FSA provide written notice of the reading deficiency to parents. Students scoring at lower level 2 are strongly recommended for placement in an Intensive Reading Class. 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 (grades in ELA and IR classes, previous FSA results and Achieve 3000 Level Set Results).

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 | For students scoring at Level 1 or Level 2 on FSA provide written notice of the reading deficiency to parents. Students scoring at upper level 2 are strongly recommended for placement in a Content Area Reading Course with a Reading Endorsed/Certified teacher, or a teacher trained in CAR-PD or NGCAR-PD. Twelfth grade students may also be placed in an English IV College Readiness Class. 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 (grades in ELA class, previous FSA results).

Provide written notice specifying reading deficiency to the parent. In | Students scoring at level 3 or above on FSA or with a predictor score of 3 or above on MAP are placed in the appropriate level of an ELA class which is determined individually at guidance meetings. Grades, FSA and teacher annotations are taken into account to allow for access and equality.

Instruction: Teachers within those classes will focus on Everyday Instructional Reads with Text Dependent Questions of varying DOK levels leading to a culminating task.

Teachers will use MAP Learning Continuum |

Further Diagnostic Evaluation: Use Achievement Level Descriptors to further assess student progress on each standard. 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 monitor progress for identified students. 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? **Instruction:**	regarding student progress (i.e., IEP review) **Further Diagnostic Evaluation:** Use Achievement Level Descriptors to further assess student progress on each standard 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 monitor progress for identified students. 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	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) **Further Diagnostic Evaluation:** Use Achievement Level Descriptors to further assess student progress on each standard 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 monitor progress for identified students. Determine need for more intensity: • additional time • smaller group size • more targeted instruction Determine progress monitoring steps:	Report to identify specific standards and skills per student to differentiate instruction. The Class Breakdown by Goal Report will allow teachers to group students of similar need. ALDs will also be used to determine students' specific achievement level for each standard. **Programs and Materials:** Teachers use HMH Collections along with articles form Achieve 3000, Common Lit, NewsELA, and other websites focusing on complex text.

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

DBQ Project Materials Ready Reading in some schools Websites such as Common Lit and NewsELA Kahn Academy	**Programs and Materials:** Achieve 3000 in Intensive Reading Classes Novels DBQ Project Materials Websites such as Common Lit and NewsELA Kahn Academy Developing Core Proficiencies (Odell Education)	making progress will be further diagnosed through our MTSS process and instruction 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. **Programs and Materials:** Kahn Academy Developing Core Proficiencies (Odell Education) Teachers will use content area materials, articles from Achieve 3000, Common Lit, NewsELA, and other websites focusing on the content area standards. Social Studies teachers will use materials from the DBQ project. English IV College Readiness: Pearson Master Reader and Writer.	