

Walter C. Young Middle

2025-2026

6-8 Comprehensive Reading Plan

1. Who is responsible to ensure classroom instruction is aligned to grade-level standards and what evidence is collected to demonstrate that classroom instruction is aligned to grade-level standards?

The following stakeholders are responsible for collecting and reviewing student progress monitoring data:

- Administrators
- Teachers
- Support Coaches
- Support Staff
- MTSS Team Members

Our administration team conducts biweekly informal classroom observations to ensure instruction is fully aligned to the Florida BEST Standards. Use of the Instructional Practice Guide (IPG) is often used as an observation tool to determine the level of alignment of instructional practices towards the standard. Use of the IPG allows for the leadership teams to collect qualitative evidence of teacher and student behaviors as related to standards aligned instruction. The resulting observational qualitative data are analyzed to inform the professional development needs of staff to support high-quality instruction that will lead to an increase in effective teaching and learning practices.

Our administration team also conducts informal classroom walkthroughs to ensure that instruction is systematic and explicit to meet the needs of students. Recommendations for professional development and additional support are provided to teachers based on data and student needs. Follow-up implementation assignments that teachers are required to complete after attending a professional learning course facilitated by Office of Academics are critiqued to ensure that the best instructional practices learned in the courses are being implemented effectively in the classroom. These include effective use of ESOL instructional practices including both content and language objectives and appropriate specialized instruction and accommodations to support SWD access to the Florida BEST Standards, including access points for students with significant cognitive disabilities, to provide appropriate curriculum and instruction.

2. What specific progress monitoring data is collected to determine that students by subgroups are progressing toward reading proficiency and who at the school level is responsible for collecting and reviewing student progress monitoring data?

Students take the FAST three times per year, PM1 in the Fall, PM2 in Winter, and PM3 in the Spring. These scores guide instruction and enrichment for students. In grades 6-8, students who score Level 1 and 2 on the FAST – ELA are administered the NWEA Map test three times a year and the data is uploaded to HMH Read 180 program on the HMH Ed Platform on teacher/admin Clever portals. The NWEA Map test monitors proficiency and growth of foundational reading skills, reading comprehension, and vocabulary acquisition.

English Language Learners (ELL) participate in the GRADE diagnostic through iLit ELL to monitor English Language proficiency, in addition to a multimodal language and literacy software program, Imagine Learning, a supplemental and individualized program designed to help English learners to master essential reading and speaking skills. ELL's are progressed monitored through ELlevation and student data is input by the ESOL contact and shared through the ELlevation platform. The ESOL contact and the IPT assessors ensure that qualifying students are properly placed in the ESOL program, given appropriate accommodations, and are monitored through annual reviews and reevaluations on year 4 and beyond. The ESOL contact also automates an exit process for students that meet exit criteria and schedules ELL Committee meetings to determine continued ESOL placement. Post exit monitoring for LF students is also conducted for 2 years and completed at 4 specified times based on the exit data through ELlevation where student academic data is reviewed and accommodations, if needed, are added.

The majority of SWDs are progress monitored using the tools reference above as well as administered a San Diego Word List assessment if they score below grade level on the NWEA Map test. Students with significant cognitive disabilities are instructed utilizing the grade-level Florida Standards Access Points and progress is measured through curriculum-based assessments. Quarterly progress monitoring of reading goals is mandatory for all students with disabilities SWDs. The data is updated into the EasyIEP and communicated to parents via the IEP quarterly progress report.

3. How does your school ensure that students that are not progressing towards individual and grade level goals are being monitored and provided with the appropriate interventions using the K-5 or 6-12 Identification/Intervention Reading Decision Chart?

Our school ensures that students that are not progressing towards grade level goals are being monitored and provided with appropriate intervention and receive an additional 84 minutes per day on block scheduling of intensive reading instruction by teachers and reading specialists who are effective in teaching reading. The reading coach supports teachers in making instructional decisions based on student data to improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need.

4. What instructional practices and resources are used at your school, including specially designed instruction for SWDs, to provide targeted supplemental intervention (Tier 2) and/or Intensive interventions (Tier 3) to students, when, and by whom?

Students are given supplemental instructional materials grounded in evidence-based reading research. Walter C. Young uses HMH Intervention Read 180 and The Code to provide targeted supplemental intervention through Response to Intervention (RTI). Interventions are implemented in the block-schedule classroom by the intensive reading teacher daily with the support from the literacy coach, paraprofessionals, and ELA ESE support staff. Within the HMH Intervention program, students rotate through strategically grouped stations receiving differentiated lessons tailored to their individual needs. The three stations are timed (20 minutes each) after the whole group lesson, so that the teacher models close reading strategies such as multiple reads for different purposes and can facilitate an even intimate teacher-led station to guide students during the close reading process. The HMH Intervention program also provides students with engaging, high interest leveled libraries both digital and print for both Read180 and The Code.

5. What type of professional learning have your teachers had to ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

Our ELA teachers have participated in the following professional learning to ensure that all classroom instruction is accessible to all students:

#39133510 Getting Started with Into Literature

39133105 ESOL DLA Reading Intro to iLit

39136742 Managing Stations with R180 & S44

39136824 Differentiating Instruction with R180

39133117 Int Reading B.E.S.T. Standards Overview

Continue implementing the Science of Reading

6. Describe the activities implemented at your school to increase the percentage of ELLs becoming proficient on the ACCESS for ELLs.

Every student is assessed through iLit ELL at the start of the year to determine student levels of English proficiency. The GRADE diagnostic is also administered midyear and at the end of the year as a progress monitoring tool for ELL's. They are then placed in the iLit ELL program through which they learn English at their own pace based on their placement test score. Students are constantly being tested through the program and when needed, take additional tests to move them up in their reading level. iLit ELL provides students with strategies using multiple ESOL strategies and scaffolding all the lessons from beginners to advanced. The program also includes writing activities. ESOL also uses Imagine Learning as a supplemental resource to further enrich students' English language proficiency. Both programs are adaptive, digital platforms easily accessed on Clever and are monitored by the DLA Reading teacher.

For the fully mainstreamed students, every teacher at WCY is ESOL endorsed or has completed the ESOL competencies through in-service points and can use their ESOL strategies with the students. Teachers may meet with ESOL coordinator to determine an additional strategy that they can use to help the student.

Every ESOL student at Walter C. Young has an ELL Plan, which is available to every teacher through ELlevation. This program provides strategies and additional information that the students and teachers can use in the classroom such as classification, test scores, etc.