

# DeSoto 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:** Carrie Fuller

**Contact Email:** [carrie.fuller@desotoschools.com](mailto:carrie.fuller@desotoschools.com)

**Contact Telephone:** 863-494-4222 x1310

## District-Level Leadership

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

- 1. Districts should match or exceed the State Board goals for increasing FSA-ELA achievement by six percentile points, increasing the percentage of students making learning gains on the FSA-ELA by seven percentile points and reducing the achievement gap for the identified sub groups on the FSA-ELA by at least one-third by 2020. Please fill out the charts below with the actual results from the 2015-2016 and 2016-2017 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Performance Goals							
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	32	32	30	33	34	35	37

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Growth (Learning Gains) Goals							
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	39	40	41	41	48	44	46

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

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	18	17	14	16	16	14	13
White/Hispanic	8	7	8	7	10	6	6
Economically Disadvantaged/Non-Economically Disadvantaged	16	15	14	14	18	11	10
Students with Disabilities/Students without Disabilities	23	22	22	20	23	18	16
English Language Learners/ Non-English Language Learners	22	21	19	19	22	17	15

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

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

- The reading allocation pays for a variety of things in our district. Reading coaches are a large expense that directly impacts classroom instruction. Student scores will increase with effective classroom instruction. Coaches are in the classrooms daily, assisting and modeling when needed. They often pull small groups and work directly with students to ensure they are getting the targeted instruction needed for growth. Additionally, coaches work with the teachers and students on data. Data should drive the instruction in the classroom, so utilizing current data when available is key for effective instruction.
- Another large expense from our reading allocation is our reading diagnostic. As stated before, data is key to drive instruction. Renaissance STAR will serve as our diagnostic tool in DeSoto. Our students are progress monitored 3 times a year and the data provides useful information for classroom instruction. Additionally, the Renaissance offers a Spanish component for our ELL students. This will allow our students to take the diagnostic in both English and Spanish. Then the teachers will be able to compare their scores, side-by-side, to guide them toward skills mastery.
- The diagnostic tool and our reading coaches are two of the large parts of our reading plan. Other pieces that we utilize the reading plan allocation for supplemental resources like classroom libraries, supplemental reading curriculum, and online reading programs. Classroom libraries are necessary to provide a print rich environment for our students. Next year, we are looking to supplement our core reading curriculum with Wit and Wisdom from Great Minds. They offer lessons using a selection of literary texts, informational text, and visual art pieces. Online programs, like Reading A-Z, provide a supplement to the core material being used for reading instruction. All of these pieces, among others, provide a well-rounded, effective, collaborative classroom environment.

**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?**

Instructional Services will collect and review progress monitoring data.

**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.**

**Elementary (K-5):** Renaissance STAR diagnostic assessments, three times during the year (August, January, May)

**Middle (6-8):** Renaissance STAR diagnostic assessments, three times during the year (August, January, May)

**High (9-Retake):** Renaissance STAR diagnostic assessments, three times during the year (August, January, May)

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

This data will be collected and reviewed formally three times by Instructional Services. The district will also conduct data chats with each school administration and the superintendent. These meetings will take place after each of the progress monitoring windows.

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

The Instructional Services department along with school administration are responsible for ensuring that all students are progressing toward the district goals and receiving appropriate interventions.

**5. In regard to district-level monitoring of instructional alignment to grade-level Florida Standards, please address the following:**

**A. Who at the district-level is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards?**

Instructional Services is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards.

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

The district conducts fidelity checks where academic coaches, MTSS coaches, and district leadership will visit most classrooms in the district to monitor classroom instruction and alignment to Florida Standards. These visits take place bi-weekly and are a part of our coaches' assigned duties. After these visits, the team will meet with the school and district leadership team and discuss the information gathered during the visit. The team will then use that data to plan upcoming PD for their school in the areas of need as well as hold discussions with teachers during weekly grade level meetings. These walkthroughs are in conjunction with school-level classroom walkthroughs which are done on a monthly basis by school-level administration.

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

These visits take place bi weekly and are a part of our coaches' assigned duties.

**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?**

Instructional Services is responsible for ensuring that schools have access to informational text for each content areas in a variety of mediums.

**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?**

All classrooms in our district have classroom libraries. All schools have well stocked school libraries, maintained by certified media specialists. Student are able to check out books for school and home use from both of these libraries. All academic coaches and select lead teachers will continue to receive state-sponsored, research based professional development, aimed at educating teachers on how to increase the use of complex texts in their classroom. Materials have been provided to coaches and teachers as they are released from the state and can be used to create more meaningful professional development. The district's evaluation tool will reinforce and ensure that teachers are familiar with these expectations through ongoing PD. Next year, we are looking to supplement our core reading curriculum with Wit and Wisdom from Great Minds. They offer lessons using a selection literary texts, informational text, and visual art pieces.

**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?**

Instructional Services will ensure that the all classroom instruction is accessible to the full range of learners using UDL principles.

**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)?**

The district conducts fidelity checks where academic coaches, MTSS coaches, and district leadership will visit most classrooms in the district to monitor classroom instruction and alignment to Florida Standards. These visits take place bi weekly and are a part of our coaches' assigned duties. After these visits, the team will meet with the school and district leadership team and discuss the information gathered during the visit. The team will then use that data to plan upcoming PD for their school in the areas of need as well as hold discussions with teachers during weekly grade level meetings. These walkthroughs are in conjunction with school-level classroom walkthroughs which are done on a monthly basis by school-level administration.

Currently in our district, all students in grades 2-8 have a personal laptop that is used only in the classroom. Elementary students have their laptop in their classroom and middle school students travel from class to class with their laptop. All other K-1

elementary classrooms have 5-6 desktop computers in their classroom, as well as 2-3 labs available on campus.

The high school has a classroom Chromebook cart in every classroom. There is one large lab of 175 computers used for testing, which is utilized by classroom teachers when available during the school year. In addition to the lab, there are 3 smaller labs used for classroom instruction of Microsoft, Adobe, and credit retrieval; and 2 smaller labs used for blended (live and online) instruction for HOPE.

Future plans include purchasing take home Chromebooks for incoming 9<sup>th</sup> grade students that will stay with them throughout their high school career, with the hope that upon graduation the Chromebook will be theirs to continue their education.

Our district continues with our use of Schoology. This is our LMS where teachers and students are able to access curriculum content based on their course schedule. Teachers are able to create lessons online and students are able to complete the work and virtually submit to their teachers. Teachers work together with their curriculum experts to create an effective lesson that covers the standards needed for mastery. They utilize Google docs, sheets, and pages to complete all their coursework. Students are able to collaboratively work with teachers and students alike to show mastery of standards. More work will be done in the upcoming year to allow more student access to Google and Schoology. PD is provided to teachers and students quarterly to ensure effective use in the classroom.

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

We collect and monitor this information quarterly to ensure teacher and student success in the classroom.

- 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?**

Instructional Services is responsible for ensuring every professional development activity funded through the Reading Allocation is appropriately entered into the Master Inservice Plan.

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

\$40,000

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?**

Instructional Services is responsible for ensuring every professional development activity funded through the Reading Allocation is appropriately entered into the Master Inservice 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.**

Reading Allocation, Title II and Title I are collectively responsible for funding training in reading.

### **Reading/Literacy Coaches**

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

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

<http://images.pcmac.org/Uploads/SDDeSoto/SDDeSoto/Departments/DocumentsCategories/Documents/Job%20descriptions%20REV%202012%202013.pdf>



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

All 5 Schools have coaches that are funded through the reading allocation. Memorial Elementary, West Elementary, Nocatee Elementary, DeSoto Middle School, and DeSoto High School.

**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, they are all identified of having the greatest need based on a review of student achievement data.

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

- a. Elementary:1.5
- b. Middle:0.5
- c. High:0.5

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

Observations are done by the district level administration throughout the year. Administration will observe meetings, PD opportunities and mentor/ coaching sessions. District administration will also meet with school based administration periodically for feedback of the reading coach at their school. All will be evaluated using the district evaluation tool. Teachers also provide feedback throughout the year about PD opportunities and grade level data chats lead by reading coaches. Student data, both formative and summative, will also be used to determine effectiveness of the reading coach.

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

\$110,000

**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?**

None at this time.

**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.**

N/A

**3. How many total positions will be funded at each level through the Research-Based Reading Instruction 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?**

\$0.00

**5. Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Instruction 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.:**

Read 180 and System 44 reading intervention program

Reading A-Z- supplemental material

Read Works- supplemental material

Sunday Reading Intervention program

News ELA- supplemental material

Wit & Wisdom- supplemental material

I-spire- reading intervention program

Edge Reading curriculum

Renaissance/ STAR- reading diagnostic

IXL- supplemental material

APEX- supplemental material

Multisensory interventions might include:

- Listening to reading passages. Storys read aloud either by students, teacher, or computer program
- Reader's Theater/ role playing/ charades
- Shared or partner reading
- Vocabulary mapping- Thinking Maps
- Elkonin boxes
- Letter hopscotch
- Writing in shaving cream, sand, sandpaper letters, letter magnets
- Story sticks

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

\$90,000

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

Reading Allocation and Title I are collectively responsible for funding supplemental and intervention materials.

**Summer Reading Camps**

Please complete the following questions regarding SRC.

- 1. SRC Supervisor Name:**Carrie Fuller
- 2. Email Address:**[carrie.fuller@desotoschools.com](mailto:carrie.fuller@desotoschools.com)
- 3. Phone Number:**863-494-4222 x1310

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

Memorial Elementary

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

- a. Start Date:**May 30, 2018
- b. Which days of the week is SRC offered:**Monday-Friday
- c. Number of instructional hours per day in reading:**4
- d. End Date:**June 29, 2018
- e. Total number of instructional hours of reading:** 92

**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.?**

Evaluations and certification are priority in hiring policies and practice. Each teacher selected needs to have a high effective rating or a highly effective rating, for a consecutive 3 years. Each teacher selected must also have their reading and ESOL endorsement.

**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)?**

1, 2, 4, 5

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

The students will work in iReady, Renaissance FLOW, and classroom activities throughout summer school. Teachers will plan together and submit lesson plans daily. All instruction is linked to FL Common Core standards. At the end of the camp, third grade students will take the iReady diagnostic and the Renaissance STAR test, to ensure achievement in the necessary third grade standards. The district will use the scale score for both tests as determined by Just Read FL to determine proficiency.

**300 Lowest-Performing Elementary Schools**

Section 1011.62(9)(d)(2), F.S., requires school districts that have one or more of the 300 lowest-performing elementary schools, specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading strategies that will be used for the required additional hour of reading instruction.

This may be found in Appendix C.

**Budget Review**

Estimated proportional share distributed to district charter schools	\$0.00
District expenditures on reading coaches	\$110,000
District expenditures on intervention teachers	\$0.00
District expenditures on supplemental materials or interventions	\$90,000
District expenditures on professional development	\$40,000
District expenditures on summer reading camps	\$39,958
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	\$30,000
Flexible Categorical Spending	\$0.00
Sum of Expenditures	\$309,958
Amount of district research-based reading instruction allocation for 2018-2019	\$309,958

## APPENDIX A

### K-12 Comprehensive Research Based Reading Plan Meeting

Attendance: Dr. Gina Stafford, ESE Director; Sarah Oravec, ESOL Coach; Kathy Severson, Director of Federal Programs; Carrie Fuller, Instructional Services Director; Kristie Joens, Instructional Services Assistant Director;

#### Agenda

1. Review 2018-2019 Reading Plan
  - a. Changing of diagnostic tool from iReady to Renaissance STAR
  - b. K-12 Decision Trees
  - c. 3<sup>rd</sup> grade promotion/ Summer School
  - d. Kindergarten readiness screener
2. Review of programs/ materials/ strategies
3. Review ELL Plan
4. Discussion

# School District of DeSoto County Professional Learning Participant Roster

Activity Title: Reading Plan Collaboration Meeting- ESE, ESOL, Federal Projects	Contact Person: Kristie Joens	Total In-Service Hours: 6 hours
Start Date: 4/24/2018	Start Time: 11:00 AM	Component #
End Date: 4/24/2018	End Time: 11:30 AM	
Location: West Elementary Media Center		

Course Description (select one) F.S. 1012.98(4)(b)(3):  
 Analysis of student achievement data      Formal and informal assessments      Differentiated instructional strategies      Subject content expertise      Classroom technology  
 Classroom management      Parent involvement      School safety

Primary Purpose	Learning2 Method	Implementation Method	Eval. Method Student	Eval. Method Staff
A- Add-on Endorsement B- Alternative Cert C- Florida Educators Certificate Renewal D- Other Professional Cert/license Renewal E- Professional Skills Building-Non-Instruc. F- W. Cecil Golden Prof Dev Program for School Leaders G- Approved District Leadership Dev Program H- No certification, job acquisition or retention purposes	A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the components content) B- Electronic, Interactive C- Electronic, Non-Interactive D- Learning Community/Lesson Study E- Independent Inquiry F- Coaching/Mentoring G- Implementation of "high effect" practices(s) H- I-Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job) J- Deliberate Practice: Learning processes embedded in deliberate practice growth targets or individual prof. dev. plans	M- Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel eval. process N- Independent Learning/Action Research related to job responsibilities, specific prof. learning goals or deliberate practice growth targets O- Collaborative Planning -Monitoring, and feedback related to targeted prof. learning, includes Learning Comm. or other properly implemented team learning practices focused on job-embedded learning supported by colleagues P- Participant Product related to training or learning process Q- Lesson Study group participation R- Electronic -interactive with-on-going monitoring and fdbk via online or face-to-face facilitation on targeted learning S- Electronic -non-interactive with learning monitored thru reports or modeling to peers or supervisors T- Eval. of Practice Indicators- The practice portion of District personnel eval. processes for monitoring and providing fdbk on eval. ind./comp./domains are employed to monitor and provide feedback on implementation of the prof. learning	A- Results of state or district-developed/standardized stud. growth measure(s) B- Results of school teacher-constructed stud. growth measure(s) that track student progress C- Portfolios of stud. work D- Observation of stud. performance E- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth F- Did not evaluate stud. outcomes as "eval. method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component G- Did not evaluate stud. outcomes due to absence of a reliable, valid and measurable cause and effect relationship between the prof. dev. and impact on students	A- Changes in instructional or learning environment practices implemented in the classroom or directly with students B- Changes in instructional leadership or faculty dev. practices C- Changes in student services/support practices D- Other changes in practices supporting effective implementation of job resp E- Fidelity of implementation of the prof. learning process F- Changes in observed educator proficiency in implementing targeted state standards or initiatives G- Changes in observed educator proficiency in practices that occur generally without students present

Name (Please Print)	Signature	School or Dept.	Employee ID/ Last 4 Digits of SS#	Initials AM/PM	Total Hours			Facilitating Source
					Seat Hours	Implem entation	Total Points	
Kristie Joens		DIST						Title I
Sarah Oravec		DIST/ES						Title II
Kathy Severson		ESL						ESE
Carrie Fuller		DIST						School Staff Development
Gina Stafford		DIST/ES						District Staff Development Grant

Instructor or Supervisor's Name (Print) Kristie Joens      Signature      Date 4/24/18

## 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;

**School District of DeSoto County**  
**Kindergarten Identification/Intervention Decision Tree (D1)**  
**2018-2019**

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<b>Kindergarten</b>  Florida Kindergarten Readiness Screener	Assessment Period: August 2017	K-Readiness Star Early Literacy assessment scaled score is 497-529.	Additional, rigorous assignments will be provided that give students the opportunity to apply reading skills to solve problems in both familiar and unfamiliar situations.	<ul style="list-style-type: none"> <li>• Core reading program (Harcourt Journeys)</li> <li>• Renaissance FLOW computer assisted instructional program</li> <li>• Waterford computer assisted instruction, K-2</li> <li>• Smarty Ants- foundational literacy skills</li> <li>• Classroom libraries</li> <li>• FL State Standards – K</li> <li>• Extended day intensive reading instruction geared toward project based learning activities</li> <li>• Unique Learning System- ELA supplemental curriculum for special needs students</li> <li>• TeachTown- ELA program for ESE self-contained students</li> </ul>
		K-Readiness Star Early Literacy assessment scaled score is 438-496.	Additional, rigorous assignments will be provided that give students the opportunity to apply reading skills to solve problems in both familiar and unfamiliar situations.	<ul style="list-style-type: none"> <li>• Core reading program (Harcourt Journeys)</li> <li>• Renaissance FLOW computer assisted instructional program</li> <li>• Waterford computer assisted instruction, K-2</li> <li>• Smarty Ants- foundational literacy skills</li> <li>• Classroom libraries</li> <li>• FL State Standards – K</li> <li>• Application of reading skills through the 21<sup>st</sup> Century program</li> <li>• Extended day intensive reading instruction geared toward the remediation of the targeted skill(s)</li> <li>• Unique Learning System- ELA supplemental curriculum for special needs students</li> <li>• TeachTown- ELA program for ESE self-contained students</li> </ul>
		K-Readiness Star Early Literacy assessment scaled score is 437 and below.	Additional instruction will be provided that gives students the opportunity to remediate the deficit skill area(s).	<ul style="list-style-type: none"> <li>• Core reading program (Harcourt Journeys)</li> <li>• Renaissance FLOW computer assisted instructional program</li> <li>• Waterford computer assisted instruction, K-2</li> <li>• Smarty Ants- foundational literacy skills</li> <li>• Classroom libraries</li> <li>• FL State Standards – K</li> <li>• Application of reading skills through the 21<sup>st</sup> Century program</li> <li>• Extended day intensive reading instruction geared toward the remediation of the targeted skill(s)</li> <li>• Unique Learning System- ELA supplemental curriculum for special needs students</li> <li>• TeachTown- ELA program for ESE self-contained students</li> </ul>

**Reading intervention instruction and/or materials will be changed based on student data for students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided.**

**Students receiving Tier 2 and Tier 3 interventions will receive additional instruction each day beyond the 90 minutes.**

**Teachers will use additional materials to supplement the core reading program.**

**Parent notification is sent home to ALL parents about their student's progress. Detailed reports are sent within the first 30 days of school to notify parents of their student's kindergarten readiness score. ALL parents are notified after each progress monitoring window of their child's progress on Renaissance FLOW. Within those notifications are the student's areas of success, and areas of weakness, and skills that parents can work at home with their child.**



**School District of DeSoto County**  
**Kindergarten – Grade 2 Identification/Intervention Decision Tree (D1)**  
**2018-2019**

<b>Progress Monitoring Assessments</b>	<b>Date(s)</b>	<b>If</b>	<b>Then</b>	<b>Programs/Materials/Strategies</b>
<b>Kindergarten – 2<sup>nd</sup> grade</b>  Renaissance STAR	Assessment Period 1: August 2017  Assessment Period 2: January 2018  Assessment Period 3: April/May 2018	Renaissance STAR combined score is at or above grade level.  Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level.  See attached STAR charts for scale score and percentile rank. Below 25 percentile requires intervention (Tier II) and Below 10 percentile requires urgent intervention (Tier III) and these students will be identified as having a substantial reading deficiency.	Additional, rigorous assignments will be provided that give students the opportunity to apply reading skills to solve problems in both familiar and unfamiliar situations.  Score reports are sent to parents/guardians no more than thirty (30) days after the administration window closes.  Additional instruction will be provided that gives students the opportunity to remediate the deficit skill area(s).  Students scoring as having a substantial reading deficiency, will have the following: <ul style="list-style-type: none"> <li>• PMP, 504, or IEP to consistently monitor progress.</li> <li>• Students receiving Tier 2 and Tier 3 interventions will receive additional instruction each day beyond the 90 minutes, to include multisensory interventions.</li> <li>• Score reports are sent to parents/guardians no more than thirty (30) days after the administration window closes.</li> </ul>	<ul style="list-style-type: none"> <li>• Core reading program (Harcourt Journeys)</li> <li>• Renaissance FLOW computer assisted instructional program</li> <li>• Waterford computer assisted instruction, K-2</li> <li>• Smarty Ants- foundational literacy skills</li> <li>• Classroom libraries</li> <li>• FL State Standards – K-2</li> <li>• Extended day intensive reading instruction geared toward project based learning activities</li> <li>• Unique Learning System- ELA supplemental curriculum for special needs students</li> <li>• TeachTown- ELA program for ESE self-contained students</li> </ul> <ul style="list-style-type: none"> <li>• Core reading program (Harcourt Journeys)</li> <li>• Renaissance FLOW computer assisted instructional program</li> <li>• Waterford computer assisted instruction, K-2</li> <li>• Smarty Ants- foundational literacy skills</li> <li>• Classroom libraries</li> <li>• FL State Standards – K-2</li> <li>• Application of reading skills through the 21<sup>st</sup> Century program</li> <li>• Extended day intensive reading instruction geared toward the remediation of the targeted skill(s)</li> <li>• Unique Learning System- ELA supplemental curriculum for special needs students</li> <li>• TeachTown- ELA program for ESE self-contained students</li> </ul>
<b>3<sup>rd</sup> grade – 5<sup>th</sup> grade</b>  Biweekly progress monitoring through MTSS	Bi weekly throughout the year	Students are progressing toward mastery of grade level standards  If students are still performing below expectations	Additional, rigorous assignments will be provided that give students the opportunity to apply reading skills to solve problems in both familiar and unfamiliar situations.  Teachers will work to scaffold students back to previous tier, with the end result to be scaffolded back to tier 1, core instruction.  Additional, instruction will be provided that give students the opportunity to remediate the deficit skill area(s).	<ul style="list-style-type: none"> <li>• Core reading program (Harcourt Journeys)</li> <li>• Renaissance FLOW computer assisted instructional program</li> <li>• Achieve 3000- differentiated instruction for non-fiction</li> <li>• Classroom libraries</li> <li>• FL State Standards – K-5</li> <li>• Application of reading skills through the 21<sup>st</sup> Century program via STEM related activities (grades 3-5)</li> <li>• Extended day intensive reading instruction geared toward project based learning activities</li> <li>• Unique Learning System- ELA supplemental curriculum for special needs students</li> <li>• TeachTown- ELA program for ESE self-contained students</li> </ul> <ul style="list-style-type: none"> <li>• Core reading program (Harcourt Journeys)</li> <li>• Renaissance FLOW computer assisted instructional program</li> <li>• Achieve 3000- differentiated instruction for non-fiction</li> <li>• Classroom libraries</li> <li>• FL State Standards – K-5</li> </ul>

		<p>See attached STAR charts for scale score and percentile rank. Below 25 percentile requires intervention (Tier II) and Below 10 percentile requires urgent intervention (Tier III) and these students will be identified as having a substantial reading deficiency.</p>	<p>Increase the intensity of interventions with a level of change in tier, if necessary.</p> <p>Students scoring as having a substantial reading deficiency, will have the following:</p> <ul style="list-style-type: none"> <li>• PMP, 504, or IEP to consistently monitor progress.</li> <li>• Students receiving Tier 2 and Tier 3 interventions will receive additional instruction each day beyond the 90 minutes, to include multisensory interventions.</li> <li>• Score reports are sent to parents/guardians no more than thirty (30) days after the administration window closes.</li> </ul>	<ul style="list-style-type: none"> <li>• Application of reading skills through the 21<sup>st</sup> Century program via STEM related activities (grades 3-5)</li> <li>• Extended day intensive reading instruction geared toward the remediation of the targeted skill(s)</li> <li>• Unique Learning System- ELA supplemental curriculum for special needs students</li> <li>• TeachTown- ELA program for ESE self-contained students</li> </ul>
<p><b>Reading intervention instruction and/or materials will be changed based on student data for students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided.</b></p> <p><b>Teachers will use additional materials to supplement the core reading program.</b></p> <p><b>Parent notification is sent home to ALL parents about their student's progress. ALL parents are notified after each progress monitoring window of their child's progress on Renaissance FLOW. Within those notifications are the student's areas of success, and areas of weakness, and skills that parents can work at home with their child.</b></p>				

**School District of DeSoto County**  
**Grade 3 – Grade 5 Identification/Intervention Decision Tree (D1)**  
**2018-2019**

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<b>3<sup>rd</sup> grade – 5<sup>th</sup> grade</b>  FSA ELA	Assessment Period: Spring 2018	Previous year FSA ELA achievement level is a 3 or higher	Additional, rigorous assignments will be provided that give students the opportunity to apply reading skills to solve problems in both familiar and unfamiliar situations.  Previous year score reports are available to parents/guardians as soon as delivered to district.	<ul style="list-style-type: none"> <li>• Core reading program (Harcourt Journeys)</li> <li>• Renaissance FLOW computer assisted instructional program</li> <li>• Achieve 3000- differentiated instruction for non-fiction</li> <li>• Classroom libraries</li> <li>• FL State Standards – K-5</li> <li>• Application of reading skills through the 21<sup>st</sup> Century program via STEM related activities (grades 3-5)</li> <li>• Extended day intensive reading instruction geared toward project based learning activities</li> <li>• Unique Learning System- ELA supplemental curriculum for special needs students</li> <li>• TeachTown- ELA program for ESE self-contained students</li> </ul>
		Previous year FSA ELA achievement level is a 1 or 2  Or  See attached STAR charts for scale score and percentile rank. Below 25 percentile requires intervention (Tier II) and Below 10 percentile requires urgent intervention (Tier III) and these students will be identified as having a substantial reading deficiency.	Additional, instruction will be provided that give students the opportunity to remediate the deficit skill area(s).  Previous year score reports are available to parents/guardians as soon as delivered to district.  Students scoring as having a substantial reading deficiency, will have the following: <ul style="list-style-type: none"> <li>• PMP, 504, or IEP to consistently monitor progress.</li> <li>• Students receiving Tier 2 and Tier 3 interventions will receive additional instruction each day beyond the 90 minutes, to include multisensory interventions.</li> <li>• Score reports are sent to parents/guardians no more than thirty (30) days after the administration window closes.</li> </ul>	<ul style="list-style-type: none"> <li>• Core reading program (Harcourt Journeys)</li> <li>• Renaissance FLOW computer assisted instructional program</li> <li>• Achieve 3000- differentiated instruction for non-fiction</li> <li>• Classroom libraries</li> <li>• FL State Standards – K-5</li> <li>• Application of reading skills through the 21<sup>st</sup> Century program via STEM related activities (grades 3-5)</li> <li>• Extended day intensive reading instruction geared toward the remediation of the targeted skill(s)</li> <li>• Unique Learning System- ELA supplemental curriculum for special needs students</li> <li>• TeachTown- ELA program for ESE self-contained students</li> </ul>
<b>3<sup>rd</sup> grade – 5<sup>th</sup> grade</b>  Renaissance STAR	Assessment Period 1: August 2017  Assessment Period 2: January 2018  Assessment Period 3: April/May 2018	Renaissance STAR combined score is at or above grade level	Additional, rigorous assignments will be provided that give students the opportunity to apply reading skills to solve problems in both familiar and unfamiliar situations.	<ul style="list-style-type: none"> <li>• Core reading program (Harcourt Journeys)</li> <li>• Renaissance FLOW computer assisted instructional program</li> <li>• Achieve 3000- differentiated instruction for non-fiction</li> <li>• Classroom libraries</li> <li>• FL State Standards – K-5</li> <li>• Application of reading skills through the 21<sup>st</sup> Century program via STEM related activities (grades 3-5)</li> <li>• Extended day intensive reading instruction geared toward project based learning activities</li> <li>• Unique Learning System- ELA supplemental curriculum for special needs students</li> <li>• TeachTown- ELA program for ESE self-contained students</li> </ul>
		Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level.  See attached STAR charts for scale score and	Additional, instruction will be provided that give students the opportunity to remediate the deficit skill area(s).  Students scoring as having a substantial reading deficiency, will have the following: <ul style="list-style-type: none"> <li>• PMP, 504, or IEP to consistently monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Core reading program (Harcourt Journeys)</li> <li>• Renaissance FLOW computer assisted instructional program</li> <li>• Achieve 3000- differentiated instruction for non-fiction</li> <li>• Classroom libraries</li> <li>• FL State Standards – K-5</li> <li>• Application of reading skills through the 21<sup>st</sup> Century program via STEM related activities (grades 3-5)</li> </ul>

		percentile rank. Below 25 percentile requires intervention (Tier II) and Below 10 percentile requires urgent intervention (Tier III) and these students will be identified as having a substantial reading deficiency.	<ul style="list-style-type: none"> <li>Students receiving Tier 2 and Tier 3 interventions will receive additional instruction each day beyond the 90 minutes, to include multisensory interventions.</li> <li>Score reports are sent to parents/guardians no more than thirty (30) days after the administration window closes.</li> </ul>	<ul style="list-style-type: none"> <li>Extended day intensive reading instruction geared toward the remediation of the targeted skill(s)</li> <li>Unique Learning System- ELA supplemental curriculum for special needs students</li> <li>TeachTown- ELA program for ESE self-contained students</li> </ul>
<b>3<sup>rd</sup> grade – 5<sup>th</sup> grade</b>  Biweekly progress monitoring through MTSS	Bi weekly throughout the year	Students are progressing toward mastery of grade level standards	Additional, rigorous assignments will be provided that give students the opportunity to apply reading skills to solve problems in both familiar and unfamiliar situations.  Teachers will work to scaffold students back to previous tier, with the end result to be scaffolded back to tier 1, core instruction.	<ul style="list-style-type: none"> <li>Core reading program (Harcourt Journeys)</li> <li>Renaissance FLOW computer assisted instructional program</li> <li>Achieve 3000- differentiated instruction for non-fiction</li> <li>Classroom libraries</li> <li>FL State Standards – K-5</li> <li>Application of reading skills through the 21<sup>st</sup> Century program via STEM related activities (grades 3-5)</li> <li>Extended day intensive reading instruction geared toward project based learning activities</li> <li>Unique Learning System- ELA supplemental curriculum for special needs students</li> <li>TeachTown- ELA program for ESE self-contained students</li> </ul>
		If students are still performing below expectations  See attached STAR charts for scale score and percentile rank. Below 25 percentile requires intervention (Tier II) and Below 10 percentile requires urgent intervention (Tier III) and these students will be identified as having a substantial reading deficiency.	Additional, instruction will be provided that give students the opportunity to remediate the deficit skill area(s).  Increase the intensity of interventions with a level of change in tier, if necessary.  Students scoring as having a substantial reading deficiency, will have the following: <ul style="list-style-type: none"> <li>PMP, 504, or IEP to consistently monitor progress.</li> <li>Students receiving Tier 2 and Tier 3 interventions will receive additional instruction each day beyond the 90 minutes, to include multisensory interventions.</li> <li>Score reports are sent to parents/guardians no more than thirty (30) days after the administration window closes.</li> </ul>	<ul style="list-style-type: none"> <li>Core reading program (Harcourt Journeys)</li> <li>Renaissance FLOW computer assisted instructional program</li> <li>Achieve 3000- differentiated instruction for non-fiction</li> <li>Classroom libraries</li> <li>FL State Standards – K-5</li> <li>Application of reading skills through the 21<sup>st</sup> Century program via STEM related activities (grades 3-5)</li> <li>Extended day intensive reading instruction geared toward the remediation of the targeted skill(s)</li> <li>Unique Learning System- ELA supplemental curriculum for special needs students</li> <li>TeachTown- ELA program for ESE self-contained students</li> </ul>
<p><b>Reading intervention instruction and/or materials will be changed based on student data for students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided.</b></p> <p><b>Teachers will use additional materials to supplement the core reading program.</b></p> <p><b>Parent notification is sent home to ALL parents about their student’s progress. ALL parents are notified after each progress monitoring window of their child’s progress on Renaissance FLOW. Within those notifications are the student’s areas of success, and areas of weakness, and skills that parents can work at home with their child.</b></p> <p><b>Additionally, all parents are notified of their student’s FSA results. These reports are sent directly from the state and are available as soon as they arrive in the district.</b></p>				

To interpret screening results, schools often use benchmarks and cut scores. These scores help educators identify which students require some form of intervention to accelerate growth and move toward benchmark, and which students are already at or above benchmark.

Please note: the table below includes benchmarks for a specific point in time. For the most precise benchmarks based on the exact day(s) your students were tested, rely on the Star® reports.

**Benchmarks** are the minimum performance levels students are expected to reach by certain points of the year in order to meet end-of-year performance goals. The end-of-year benchmark typically represents the minimum level of performance required by state or local standards. Benchmarks are always grade specific, e.g., the 3rd grade benchmark.

A **cut score** is used to determine which students may need additional assistance to move toward the end-of-year benchmark.

## Star Reading Enterprise Benchmarks and Cut Scores<sup>a</sup>

a. The Star Reading benchmarks are based on 2017 norms.  
b. Below 10 - Urgent Intervention; Below 25 - Intervention; At/Above 40 - Benchmark  
c. Est. ORF: Estimated Oral Reading Fluency is only reported for grades 1–4.

Grade	Percentile <sup>b</sup>	Fall (September)		Winter (January)		Spring (May)	
		Scaled Score	Est. ORF <sup>c</sup>	Scaled Score	Est. ORF <sup>c</sup>	Scaled Score	Est. ORF <sup>c</sup>
K	10	12	-	37	-	58	-
	20	28	-	51	-	65	-
	25	35	-	56	-	68	-
	40	50	-	64	-	75	-
	50	57	-	68	-	80	-
	75	67	-	80	-	104	-
	90	79	-	102	-	182	-
1	10	51	0	63	9	73	16
	20	61	7	71	15	82	22
	25	64	9	74	17	86	24
	40	71	15	82	22	105	31
	50	75	17	89	26	139	38
	75	97	28	159	43	230	62
	90	194	53	255	69	323	86

Grade	Percentile <sup>b</sup>	Fall (September)		Winter (January)		Spring (May)	
		Scaled Score	Est. ORF <sup>c</sup>	Scaled Score	Est. ORF <sup>c</sup>	Scaled Score	Est. ORF <sup>c</sup>
2	10	84	24	97	29	139	37
	20	100	30	147	39	199	52
	25	114	33	170	44	222	57
	40	182	47	230	59	279	72
	50	219	56	265	68	317	83
	75	319	83	367	97	421	111
	90	413	109	463	121	519	139
3	10	176	48	213	54	247	59
	20	236	57	269	64	306	72
	25	261	63	294	70	332	78
	40	323	76	360	85	392	95
	50	362	85	394	95	435	105
	75	467	112	505	121	548	132
	90	567	138	615	150	669	161
4	10	269	62	292	67	319	73
	20	332	76	360	83	380	89
	25	357	82	380	89	409	95
	40	424	98	455	105	479	111
	50	465	107	494	114	522	120
	75	577	133	619	141	669	148
	90	703	154	780	178	855	190
5	10	345	-	369	-	392	-
	20	421	-	449	-	469	-
	25	453	-	472	-	499	-
	40	525	-	555	-	584	-
	50	570	-	606	-	640	-
	75	722	-	790	-	851	-
	90	908	-	964	-	1051	-
6	10	424	-	446	-	465	-
	20	505	-	528	-	555	-
	25	537	-	561	-	590	-
	40	626	-	660	-	698	-
	50	684	-	731	-	795	-
	75	908	-	952	-	1015	-
	90	1116	-	1191	-	1244	-
7	10	472	-	492	-	508	-
	20	561	-	584	-	609	-
	25	601	-	626	-	651	-
	40	713	-	762	-	806	-
	50	811	-	855	-	895	-
	75	1051	-	1124	-	1181	-
	90	1279	-	1309	-	1322	-

Grade	Percentile <sup>b</sup>	Fall (September)		Winter (January)		Spring (May)	
		Scaled Score	Est. ORF <sup>c</sup>	Scaled Score	Est. ORF <sup>c</sup>	Scaled Score	Est. ORF <sup>c</sup>
8	10	528	-	552	-	567	-
	20	633	-	660	-	689	-
	25	680	-	713	-	753	-
	40	847	-	882	-	908	-
	50	921	-	958	-	994	-
	75	1214	-	1250	-	1293	-
	90	1327	-	1336	-	1343	-
9	10	590	-	615	-	640	-
	20	717	-	753	-	790	-
	25	790	-	817	-	851	-
	40	925	-	952	-	975	-
	50	1026	-	1066	-	1116	-
	75	1298	-	1309	-	1315	-
	90	1343	-	1344	-	1344	-
10	10	648	-	648	-	651	-
	20	790	-	800	-	811	-
	25	855	-	865	-	878	-
	40	981	-	1004	-	1026	-
	50	1124	-	1149	-	1167	-
	75	1318	-	1321	-	1324	-
	90	1344	-	1344	-	1345	-
11	10	648	-	664	-	684	-
	20	811	-	836	-	855	-
	25	878	-	895	-	908	-
	40	1026	-	1059	-	1097	-
	50	1172	-	1186	-	1204	-
	75	1325	-	1328	-	1330	-
	90	1345	-	1345	-	1345	-
12	10	680	-	698	-	713	-
	20	878	-	887	-	895	-
	25	921	-	931	-	942	-
	40	1141	-	1149	-	1162	-
	50	1224	-	1232	-	1244	-
	75	1332	-	1336	-	1339	-
	90	1346	-	1346	-	1346	-

**School District of DeSoto County**  
**Grade 6 – Grade 8 Identification/Intervention Decision Tree (D2)**  
**2018-2019**

<b>Progress Monitoring Assessments</b>	<b>Date(s)</b>	<b>If</b>	<b>Then</b>	<b>Programs/Materials/Strategies</b>
<b>6<sup>th</sup> grade – 8<sup>th</sup> grade</b>  Administer Renaissance STAR  DeSoto County Chair D2	Assessment Period 1: August 2017  Assessment Period 2: January 2018  Assessment Period 3: April/May 2018	Renaissance STAR combined score is at or above grade level.	Additional, rigorous assignments will be provided that give students the opportunity to apply reading skills to solve problems in both familiar and unfamiliar situations.	<ul style="list-style-type: none"> <li>• Core reading program (<i>HMH Collections</i>)</li> <li>• Renaissance FLOW computer assisted instructional program</li> <li>• Classroom libraries</li> <li>• FL State Standards – 6-8</li> <li>• SRA Imagine It core reading material</li> <li>• Unique Learning System- ELA supplemental curriculum for special needs students</li> </ul>
		Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level.	Additional instruction will be provided that gives students the opportunity to remediate the deficit skill area(s).	<ul style="list-style-type: none"> <li>• Core reading program (<i>HMH Collections</i>)</li> <li>• Renaissance FLOW computer assisted instructional program</li> <li>• Classroom libraries</li> <li>• FL State Standards – 6-8</li> <li>• Read180 computer assisted instructional program</li> <li>• System 44 computer assisted instructional program</li> <li>• Unique Learning System- ELA supplemental curriculum for special needs students</li> </ul>
<p><b>All students who score a level 1 or 2 on the FSA ELA Assessment are placed into Intensive Reading courses for remediation and more in-depth strategies in the areas they need.</b></p> <p><b>Reading intervention instruction and/or materials will be changed based on student data for students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided.</b></p> <p><b>Students receiving Tier 2 and Tier 3 interventions will receive additional instruction each day beyond the 90 minutes.</b></p> <p><b>Teachers will use additional materials to supplement the core reading program.</b></p> <p><b>ALL parents are notified after each progress monitoring window of their child’s progress on Renaissance FLOW. Within those notifications are the student’s areas of success, and areas of weakness, and skills that parents can work at home with their child.</b></p>				



**School District of DeSoto County**  
**Grade 9 – Grade 12 Identification/Intervention Decision Tree (D2)**  
**2018-2019**

<b>Progress Monitoring Assessments</b>	<b>Date(s)</b>	<b>If</b>	<b>Then</b>	<b>Programs/Materials/Strategies</b>
<b>All 9<sup>th</sup> grade – 10<sup>th</sup> grade</b>  <b>11<sup>th</sup> grade – 12<sup>th</sup> grade FSA ELA Retake students</b>  Administer Renaissance STAR	Assessment Period 1: August 2017	Renaissance STAR combined score is at or above grade level.	Additional, rigorous assignments will be provided that give students the opportunity to apply reading skills to solve problems in both familiar and unfamiliar situations.	<ul style="list-style-type: none"> <li>• Renaissance FLOW computer assisted instructional program</li> <li>• Achieve3000 instructional program</li> <li>• Classroom libraries</li> <li>• FL State Standards – 9-12</li> <li>• Core classroom texts – dependent upon grade level and course</li> <li>• Intensive Reading Curriculum – HB <i>Edge Level B</i></li> <li>• Additional Intensive Reading materials: NY Times Upfront magazines; <i>Be A Better Reader</i> series; <i>The Reader's Handbook</i>; <i>Impact</i>; <i>ReadXL</i> workbooks</li> </ul>
	Assessment Period 2: January 2018  Assessment Period 3: April/May 2018	Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level	Additional instruction will be provided that gives students the opportunity to remediate the deficit skill area(s).	<ul style="list-style-type: none"> <li>• Renaissance FLOW computer assisted instructional program</li> <li>• Achieve3000 instructional program</li> <li>• Classroom libraries</li> <li>• FL State Standards – 9-12</li> <li>• Core classroom texts – dependent upon grade level and course</li> <li>• NY Times Upfront magazines</li> <li>• <i>Be A Better Reader</i> series</li> <li>• <i>The Reader's Handbook</i></li> <li>• <i>Impact</i></li> <li>• <i>ReadXL</i> workbooks</li> <li>• Intensive Reading Curriculum – HB <i>Edge Level B</i></li> </ul>
<b>All students who score a level 1 or 2 on the FSA ELA Assessment or FSA ELA Retake are placed into Intensive Reading courses for remediation and more in-depth strategies in the areas they need.</b>				
<b>Reading intervention instruction and/or materials will be changed based on student data for students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided.</b>				
<b>Teachers will use additional materials to supplement the core reading program.</b>				
<b>ALL parents are notified after each progress monitoring window of their child's progress on Renaissance FLOW. Within those notifications are the student's areas of success, and areas of weakness, and skills that parents can work at home with their child.</b>				

## APPENDIX C

### **300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan**

Please complete the following questions to be included as an addendum to the 2018-2019 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

#### **Section 1: Contact Information**

- 1. District name:** DeSoto
- 2. Contact name for schools covered on this plan:** Carrie Fuller
- 3. Contact phone number:** 863-494-4222
- 4. Contact email:** [carrie.fuller@desotoschools.com](mailto:carrie.fuller@desotoschools.com)
- 5. Schools covered by this plan:** Nocatee Elementary School, Memorial Elementary, West Elementary

#### **Section 2: Length of School Day**

F.A.C. Rule 6A-6.053 requires 90 minutes of reading instruction in grades K-5, and section 1011.62(9) F.S. requires an additional hour of reading instruction, which may be covered within the school day, for a minimum total of 150 minutes. Please answer the following questions regarding the length of the school day and the number of instructional minutes provided.

- 1. School start time:** 7:30
- 2. School dismissal time:** 2:20
- 3. Total number of instructional minutes per day:** 360
- 4. Minutes per day of reading instruction (must be at least 150):** 170

#### **Section 3. Instructional Design**

- 1. Students enrolled in these schools who earned a level 4 or level 5 on the statewide standardized English Language Arts assessment for the previous school year may participate in the extra hour of instruction. Describe the process your district/school uses to serve these students.**

For students earning a level 4 or 5 on the FSA ELA, students are grouped for additional instruction in vocabulary and comprehension to ensure students continue to enhance their reading skills. Additionally, research skills are taught to allow students to independently increase their background knowledge around many topics.

## APPENDIX C

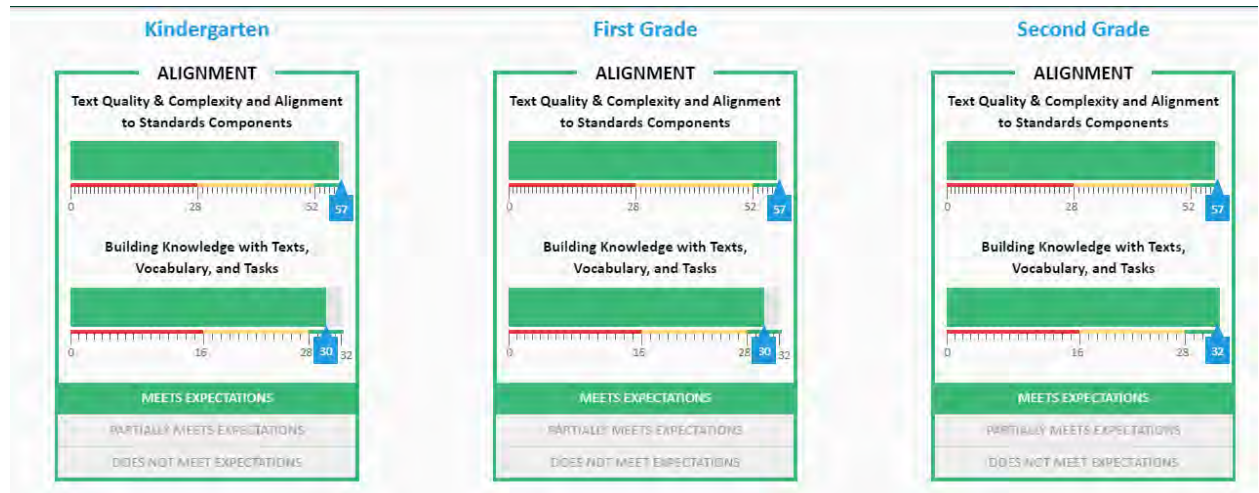
- The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

Students within a grade level are grouped according to reading need determined by a reading diagnostic (STAR), and are instructed accordingly. We will be evaluating using Marzano evaluation model. Teachers rated as effective or highly effective are assigned to instruct these students.

- The intensive reading instruction delivered in this additional hour shall include research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency. Describe the intensive reading instruction your district/school uses during the additional hour and how your district/school has proven it to accelerate progress of students exhibiting a reading deficiency.**

Due to little growth in ELA, DeSoto has decided to implement Common Lit for the 2018-2019 school year.

K-1/2 EL Education Foundationa



1 Reading Skills: ED Reports findings below

2-5 CommonLit: Research findings:

CommonLit's texts are conveniently organized into five different grade-level bands: 3<sup>rd</sup>-4<sup>th</sup>, 5<sup>th</sup>-6<sup>th</sup>, 7<sup>th</sup>-8<sup>th</sup>, 9<sup>th</sup>-10<sup>th</sup>, and 11<sup>th</sup>-12<sup>th</sup>. Texts are sorted by complexity of language, vocabulary, maturity, and content difficulty. As a differentiated resource, CommonLit can be used to tailor instruction to different reading levels while still exposing students to increasingly complex texts. Aligned to Lexile® measurements, teachers can use CommonLit texts as way to scaffold instruction and help students meet the goal of being able to read and comprehend texts at grade level.

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- 4. The intensive reading instruction delivered in this additional hour shall include differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs. Describe the process your district uses to ensure this occurs.**

In grades 2-5 DeSoto utilizes the Renaissance STAR diagnostic to diagnose and progress monitor student's reading skills. Students are grouped according to area of need each time the assessment is given. Teachers then utilize lesson assignments within the Renaissance Flow 360 program to address specific areas of need and monitor progress with short formative assessments. Grades K-1 utilize Renaissance's STAR Early Literacy to diagnose and progress monitor student's reading skills. This assessment will diagnose specific areas of phonemic awareness and phonics to determine what additional intensive instruction is needed to close gaps in reading foundational skills. Lessons to address these gaps may be prescribed in EL Education. Small formative assessments are used to determine mastery and movement in the program.

- 5. The intensive reading instruction delivered in this additional hour shall include explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback. Describe the process your school/district uses to ensure this occurs.**

Students within a grade level are grouped according to reading need determined by a reading diagnostic (STAR), and are instructed accordingly. Student groups are kept to a maximum of six in a small group. This allows students to be given additional practice and feedback during the course of instruction. Students are grouped according to area of reading need each time the STAR or Early STAR assessment is given. Teachers then utilize lesson assignments within the Renaissance Flow 360 or EL Education programs to address specific areas of need and monitor progress with short formative assessments.

- 6. The intensive reading instruction delivered in this additional hour shall include the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading. Describe the process your district uses to ensure this occurs.**

Desoto utilizes the CommonLit and the Achieve programs to build background knowledge in social studies, science, and math while working on reading and writing skills for students in grades 3-5. This allows students to be exposed to grade appropriate text in many subjects and offers mentor texts for comparisons of ideas and viewpoints. Grades K-2 may use Renaissance Flow 360 materials to practice skills, but the focus is developing phonics and fluency skills. At times subject specific vocabulary is appropriate for this skill practice.