

Jefferson 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: Charlene Thompson

Contact Email: cthompson@somersetjefferson.org

Contact Telephone: 850-997-3555

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	27	*	29	35	36	36	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	47	*	30	32	54		52

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	23	*	22	20	18	17	15
White/Hispanic	7	*	19	6	5	6	5
Economically Disadvantaged/Non-Economically Disadvantaged	11	*	19	10	7	8	7
Students with Disabilities/Students without Disabilities	21	*	9	19	21	16	14
English Language Learners/ Non-English Language Learners	9	*	21	9	18	7	6

* 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 expenditures from the allocation are expected to positively impact student achievement by supporting instructional staff to improve proficiency rates, increase the percentage of students making learning gains, and reduce the achievement gap for our under-performing students.

This will be accomplished by focusing improvements in the following areas:

- Providing rigorous, standards-aligned curriculum in K-12 ELA and reading classrooms.
- Increasing standards-aligned, student-centered instruction through teacher professional development and coaching support.
- Increasing the utilization of targeted interventions and differentiated instruction through data training and analysis cycles

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?

Data will be collected at the K-12 school level in classrooms and will be the responsibility of the Jefferson K-12 Leadership Team consisting of Cory Oliver (Principal), Andre Gainey (Vice Principal), Courtney Oliver (Assistant Principal), Rachel Kravitz (Curriculum Director), and Alexandra Castillo (Curriculum Director) – henceforth referred to as the Jefferson K-12 Leadership team. Additional support and oversight will be provided by Somerset Inc. through the leadership of Bernardo Montero.

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.

The following is an outline of the curriculum and progress monitoring tools we will be utilizing for our ELA and reading classrooms.

- Pre-K
 - SEEDS and ELLM/Plus (Florida Institute for Education)
- K-5:
 - Main Curriculum: Wonders (McGraw-Hill)
 - Progress Monitoring: iReady (Curriculum Associates)
 - Supplementation/Differentiation/Intervention: WonderWorks (McGraw Hill) and Text, Talk, Read Aloud, Vocabulary (Scholastic), Primary Phonics (EPS) [only K-2]
- 6-12:
 - Main Curriculum: SpringBoard (College Board) and Collections (Houghton-Mifflin)
 - Progress Monitoring: iReady (Curriculum Associates)
 - Differentiation/Intervention: USA Test Prep

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

Although classroom level progress will be monitored on a monthly basis in order to drive instructional discussions, intervention groups, and RTI processes, there will be 3 school-wide progress monitoring benchmark check points (baseline, mid-year, and end of year).

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

The Jefferson K-12 Leadership team will ultimately be responsible for reviewing the data of those students not meeting grade level goals or making expected progress. The team will then follow up with the classroom teacher(s) and any interventionists involved to problem solve and determine appropriate next steps. Additionally, the progress of students in the RTI process or receiving ESE services will be monitored by the ESE coordinator.

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?

ELA and Reading teachers and support staff will have a vast network of support to assure that their planning and implementation of the standards-aligned curriculum is being carried out with fidelity and meeting the needs of their students. The team of support for ELA/reading teachers will encompass the following:

- Instructional Leadership Team (Assistant Principal and Curriculum Directors):
- Teachers will submit their lesson plans to a common platform each week. Courtney Oliver, Rachel Kravitz, and Alex Castillo will review the lesson plans of a subset of teachers each week – resulting in a thorough lesson plan check for each teacher at least once a month. Feedback and follow up will be provided where needed. Lesson plan checks will include assessing standards alignment, effective use of time, utilization of technology, learning through multiple modalities, and strategies for support of student subgroups (ESE, ELL, Socio-economic status, Race/Ethnicity)
- The instructional leadership team will be responsible for supporting teachers in the planning and execution of their lesson plans to assure that they are aligned to the standards and meet the needs of students. They will be interacting with their teachers on a daily basis and use strategies such as the following to improve standards-aligned instruction (not an exhaustive list): observation/debrief cycles, co-planning sessions, model teaching, and connection to relevant resources.
- Somerset Inc. Curriculum Support teams: Somerset Inc. will be providing a supplementary level of coaching support by network-wide content support teams. These teams are made up of content experts in each of the core areas and grade-bands. Teams will visit every periodically to provide hands-on professional development for instructional staff utilizing methods such as classroom observations and debriefs, lesson planning support, and model lesson implementation.

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

During the one-week teacher orientation in August, ELA/Reading teachers will attend professional development sessions focused on a variety of topics including standards-based planning and assessment as well as implementation practices for their specific curriculum. In addition, teachers will receive training on the technology they will have access to in their classrooms and through the school in order to support teaching through multiple modalities.

Throughout the school year ELA/Reading teachers will turn their lesson plans in on a weekly basis. The coaching and support for each teacher will be specific to their areas of growth. Any teachers struggling with standards-aligned planning and implementation will be given support by the curriculum directors, the Somerset Inc. curriculum support teams, as well as fellow staff members strong in planning to improve in this area.

The observation-debrief cycle will be implemented for all ELA/reading teachers. A common rubric will be used to guide coaching conversations. Evidence of standards-aligned instruction will be included within this rubric. Data from formative and benchmark assessments will be utilized to evaluate the growth and achievement of students to determine if the instruction is having its intended impact.

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

This evidence will be collected on an ongoing basis. Formal collection of benchmarking data will occur 3 times a year.

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 Jefferson K-12 leadership team, in conjunction with the Somerset Inc. content teams, will ensure that all school have access to informational text for each content area 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?

When choosing the curriculum for each contort area, access to informational texts in a variety of mediums was one of many selection criteria. This includes access to informational texts in non-ELA classrooms as well as content-based informational texts within ELA classrooms.

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 Jefferson K-12 leadership team along with the Somerset, Inc. curriculum support teams will be responsible for assuring that instruction meets the needs of all learners through utilization of the UDL principals. The ESE coordinator will also be involved in accessibility conversations to assure that teachers are meeting the needs of their ESE students and are complaint with all accommodations and modifications.

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)?

To assure students are able to access content and instruction through a variety of mediums, classrooms are fitted with interactive technology. Additionally, students will have access to devices either by means of lap top, desk top, or iPad. Teachers were provided last year with initial training on these technologies at the two-week orientation. Ongoing support from the Information Technology team at Somerset Inc. will continue this year. Any new teachers will receive the baseline training to assure all staff can access their technology. The rubric used for teacher coaching conversations through the observation-debrief cycle will incorporate evaluation of instructional strategies aimed at meeting the needs of all learners.

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

Evidence will be collected on an ongoing basis through lesson plan review and observation-debrief cycles.

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 in-service 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 in-service plan?

- Courtney Oliver (Assistant Principal)

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

- \$10,000

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 in-service plan and is subsequently provided to reading coaches, classroom teachers and school administrators?

Courtney Oliver (Assistant Principal) is responsible for ensuring training is conducted.

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

Yes, it will be funded through this.

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:

We will not be utilizing reading/literacy coaches this year as these responsibilities will be part of the job of the Instructional Leadership Team.

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

N/A

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

N/A

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.**

N/A

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

- a. Elementary: .10
- b. Middle: .8
- c. High: .8

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

The main indicator of success for our suite of professional development and teacher support will be student outcomes – growth shown through iReady and proficiency shown through FSA scores in achievement, learning gains, and gap closure. The efficacy of reading coaches will be measured by a combination of student achievement, evaluation from the Somerset Jefferson administration, and reflections/data collected from teachers on the effectiveness of support from their coach.

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

\$30,000 (\$10,000 for each allocation)

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?**

Funds will be used to partially fund intensive reading teachers at middle and high school levels. Support staff will be utilized in the elementary school to support struggling readers. Reading intervention teachers will teach intensive reading in the middle and high schools for grades 6-10. All students in these grades scoring a 1 on the FSA ELA from the previous year will be placed in intensive reading in addition to their ELA course. In addition, student in grades 11 and 12 that have not passed the 10th grade FSA ELA test will be enrolled in intensive ELA.

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.**

All three schools in the district are of great need as evidenced by the reading scores and the graduation rate.

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

- a. Elementary: None.
- b. Middle: Partial funding of intensive reading teacher.
- c. High: Partial funding of reading teacher.

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

\$10,000 – towards each salary - \$20,000 total

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.:**

iReady – reading, collections workbooks

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

\$8,000

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 Introduction Allocation, please list the funding source.**

Title I, Part A funds, (students are required to use multisensory and reflect this in add details in DT1)

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:** Courtney Oliver
2. **Email Address:** cloliver@somersetjefferson.org
3. **Phone Number:** 954-495-0682

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

0111 – Jefferson County K-12, A Somerset School (Elementary School)

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

- a. **Start Date:** June 11
- b. **Which days of the week is SRC offered:** Monday – Thursday
- c. **Number of instructional hours per day in reading:** 5
- d. **End Date:** July 12
- e. **Total number of instructional hours of reading:** 18 days (90 instructional 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

7. What is the anticipated teacher/student ratio?

1:12

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

No

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

Students will take the iReady baseline at the end of the summer camp, these scores will be compared to those achieved at the end of the 207-18 to determine growth. Additionally students will take the reading comprehension portion of the SAT 10.

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

District expenditures on reading coaches	\$30,000
District expenditures on intervention teachers	\$20,000
District expenditures on supplemental materials or interventions	\$8,000
District expenditures on professional development	\$10,000
District expenditures on summer reading camps	\$30,000
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	\$45,828
Flexible Categorical Spending	X
Sum of Expenditures	\$142,828
Amount of district research-based reading instruction allocation for 2018-2019	\$142,828

APPENDIX A

Participants:

Leadership Team: Courtney Oliver, Rachel Kravitz, Alex Castillo

ESOL Coordinator: Joshua Valentine

ESE Coordinator: Barbara Myers

Date: May 15, 2018

Initial Meeting Agenda

1. Review SP&P plan due dates.
2. Assess and Revise ESOL child plan
3. Documentation for ESOL students
4. LEP Folder Review
5. PEER Documentation/Procedures
6. Review current students requiring services
7. Assess number of ESOL teachers and needs
8. Review ELL plan due dates
9. Assess and Revise ELL services
10. Develop plan alignment for year
11. Meeting schedule monthly

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) add how students are identified as
- 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;

Note: Because of the number of students that currently demonstrate significantly low levels of mastery the tier determinations are not aligned to the state guidelines, however, the normal tier 1 instruction will look more like a tier 2 level of support, with tiers 2 and 3 being intensive to meet the unique needs of our students.

DT1: Elementary School Identification/Intervention Decision Tree (K-5)					
Tier 1					
Grade	If Students fall into these categories and have a substantial reading deficiency	Then	Core instructional materials	Progress Monitoring	Additional Notes
K	Star Early Literacy 497-529				<p>Students will be continually monitored through the use of iReady as well as standards-based information assessments, if at any point in time students in this group do not master a particular skill or standard this will be addressed by the use of small group instruction by the classroom teacher. Small group instruction, scaffolding to students' mastery level, and support from reading coach for teacher strategies will be utilized in order to meet the needs of all students.</p> <p><u>Identification of Students:</u> Students are identified by conducting three rounds of progress monitoring utilizing the program iReady. At the end of each year grades K-2 will be assessed using SAT10.</p> <p><u>Retained students:</u> all retained 3rd graders will be in one class in order to assure targeted support, they will follow the same decision tree as other 3rd grade students (knowing that most will be starting off in tier 2 support).</p>
	iReady SS > 346				
1	iReady SS > 362				
2	iReady SS > 434				
3	iReady SS > 491				
	Retained Students				
4	ELA FSA: Score 2-5 iReady SS > 514				
5	<p>ELA FSA: Score 2-5 iReady SS > 557</p> <p>If Students fall into these categories and have a substantial reading deficiency...</p>	<p><u>Fall placement:</u> Student responded to and retained core instruction from previous year and will continue with core instruction including the additional instruction in the extended day.</p> <p><u>Winter placement:</u> Student is continuing to respond to core instruction and will continue with said instruction.</p>	<p>Florida Standards Checklist</p> <p>Wonders</p>	iReady	

Tier 2

Grade	If Students fall into these categories and have a substantial reading deficiency	Then	Core instructional materials	Progress Monitoring	Tier 2 Intervention Materials	Additional Notes
K	STAR Early Literacy 438-496					
1	iReady SS ≤ 346	<p><u>Fall placement:</u> Student did not respond to or retain core instruction from previous year and data indicates scores fall in the tier 2 range.</p> <p>In addition to core instruction student will receive differentiated/targeted support in small group instruction from the core teacher in center time as well as during the addition hour of instructional time (lowest 300).</p> <p><u>Winter placement:</u> Student is not responding to core instruction from 1st semester, or is making gains, but is still not caught up to grade-level.</p>	Florida Standards Checklist Wonders	iReady	Performance Coach Workbooks Wonderworks Supplemental Materials iReady Toolbox	<p>Students will be monitored on an ongoing basis to determine the efficacy of the Tier 2 intervention.</p> <p>In addition, students will be re-evaluated in the Winter and replaced in the appropriate tier based on progress made/gaps that still exist.</p>
2	iReady SS ≤ 362					
3	iReady SS ≤ 434 < PA					
4	iReady SS ≤ 491 < PA or HFW Retained					
5	ELA FSA: Score 1 AND/OR iReady SS ≤ 514 < PA, HFW, or Phon If Students fall into these categories and have a substantial reading deficiency...					

Tier 3

Grade	If Students fall into these categories and have a substantial reading deficiency	Then	Core instructional materials	Progress Monitoring	Tier 2 Intervention Materials	Tier 3 Interventions and Materials	Additional Notes
K	Star Early Literacy 437 and below	<p><u>Fall placement:</u> Student did not respond to or retain core instruction from previous year and data and is significantly below grade level necessitating Tier 3 interventions.</p> <p>In addition to core instruction and Tier 2, in-class interventions, students will receive Tier 3 interventions via small group instruction with a reading interventionist.</p> <p><u>Winter placement:</u> Student is responded to core instruction and/or Tier 2 interventions from 1st semester, or is making gains, but is not caught up to within 1 grade-level of their current grade.</p>	<p>Florida Standards Checklist</p> <p>Wonders</p>	<p>iReady</p>	<p>Performance Coach Workbooks</p> <p>Wonderworks Supplemental Materials</p> <p>iReady Toolbox</p>	<p>Primary Phonics</p> <p>Worldly-Wise</p> <p>Talk to Text Read Aloud Vocabulary</p> <p>Small group pull-out instruction with reading interventionist or 45 minutes, 3 times a week.</p>	<p>Students will be monitored on an ongoing basis to determine the efficacy of the Tier 2 and 3 interventions.</p> <p>In addition, students will be re-evaluated in the Winter and replaced in the appropriate tier based on progress made/gaps that still exist.</p>
	iReady SS ≤ 300						
1	iReady SS ≤ 346						
2	iReady SS ≤ 362						
3	iReady SS ≤ 434 < PA						
	Retained						
4	<p>ELA FSA: Score 1</p> <p>AND/OR</p> <p>iReady SS ≤ 491 < PA or HFW</p>						
5	<p>ELA FSA: Score 1</p> <p>AND/OR</p> <p>iReady SS ≤ 514 < PA, HFW, or Phon</p>						

Parent Notification of Reading Deficiencies:

- iReady parent reporting regarding progress monitoring will be provided after each of the three diagnostic administrations. Parents will also have access to their student progress in iReady through the parent portal – computers are available Parent Resource Center located at the school.
- Interventions will be logged via our MTSS model and parents will be involved in the MTSS process to determine appropriate next steps for their students.

Florida Kindergarten Readiness Screener:

- STAR early literacy (state mandate) reports will be analyzed for kindergarten skill level and action plans will be generated based on student performance.

Intervention Efficacy: Data will be continually monitored and notes will be kept on efficacy of each intervention. If a student is not responding to particular intervention it will be seen in the data and reviewed by the MTSS committee to determine appropriate next steps.

DT2: Middle School Identification/Intervention Decision Tree (6-8)

Tier 1

Grade	If	Then	Core instructional materials	Progress Monitoring	Additional Notes
6	ELA FSA: Score 2-5 iReady SS > 581	<p><u>Fall placement:</u> Student responded to and retained core instruction from previous year and will continue with core instruction.</p> <p><u>Winter placement:</u> Student is continuing to respond to core instruction and will continue with said instruction.</p>	Springboard (ELA)	iReady	Students will be continually monitored through the use of iReady as well as standards-based information assessments, if at any point in time students in this group does not master a particular skill or standard this will be addressed by the use of small group instruction by the classroom teacher.
7	ELA FSA: Score 2-5 iReady SS > 598				
8	ELA FSA: Score 2-5 iReady SS > 609				

Tier 2

Grade	If	Then	Core instructional materials	Progress Monitoring	Tier 2 Intervention Materials	Additional Notes
6	ELA FSA: Score 1 AND/OR iReady SS ≤ 581 < PA, HFW, or Phon	<p><u>Fall placement:</u> Student did not respond to or retain core instruction from previous year and data indicates scores fall in the tier 2 range.</p> <p>In addition to core instruction student will receive additional instruction through differentiated/targeted support in small group instruction from the core teacher as well as 90 minutes additional reading instruction through Intensive Reading.</p> <p><u>Winter placement:</u> Student is not responding to core instruction from 1st semester, or is making gains, but is still not caught up to grade-level.</p>	Springboard (ELA) Collections (Reading)	iReady	Triumph Learning Software iReady Toolbox	<p>Students will be monitored on an ongoing basis to determine the efficacy of the Tier 2 intervention.</p> <p>In addition, students will be re-evaluated in the Winter and replaced in the appropriate tier based on progress made/gaps that still exist.</p>
7	ELA FSA: Score 1 AND/OR iReady SS ≤ 598 Or < PA, HFW, or Phon					
8	ELA FSA: Score 1 AND/OR iReady SS ≤ 609 Or < PA, HFW, or Phon					

Tier 3

Grade	If	Then	Core instructional materials	Progress Monitoring	Tier 2 Intervention Materials	Tier 3 Interventions and Materials	Additional Notes
6	ELA FSA: Score 1 AND/OR iReady SS ≤ 557 < PA, HFW, or Phon	<u>Fall placement:</u> Student did not respond to or retain core instruction from previous year and data and is significantly below grade level necessitating Tier 3 interventions.					Students will be monitored on an ongoing basis to determine the efficacy of the Tier 2 and 3 interventions.
7	ELA FSA: Score 1 AND/OR iReady SS ≤ 581 < PA, HFW, or Phon	In addition to core instruction and Tier 2 interventions, students will receive Tier 3 interventions via small group instruction with a reading interventionist.	Springboard (ELA) Collections (Reading)	iReady	Triumph Learning Software iReady Toolbox	USA Test Prep	In addition, students will be re-evaluated in the Winter and replaced in the appropriate tier based on progress made/gaps that still exist.
8	ELA FSA: Score 1 AND/OR iReady SS ≤ 598 < PA, HFW, or Phon	<u>Winter placement:</u> Student is responded to core instruction and/or Tier 2 interventions from 1 st semester, or is making gains, but is not caught up to within 1 grade-level of their current grade.					

DT3: High School Identification/Intervention Decision Tree (9-12)

Tier 1

Grade	If	Then	Core instructional materials	Progress Monitoring	Additional Notes
9	ELA FSA: Score 2-5 iReady SS > 620	<p><u>Fall placement:</u> Student responded to and retained core instruction from previous year and will continue with core instruction.</p> <p><u>Winter placement:</u> Student is continuing to respond to core instruction and will continue with said instruction.</p>	Springboard (ELA)	iReady	Students will be continually monitored through the use of iReady as well as standards-based information assessments, if at any point in time students in this group does not master a particular skill or standard this will be addressed by the use of small group instruction by the classroom teacher.
10	ELA FSA: Score 2-5 iReady SS > 640				
11	ELA FSA: Score 2-5 iReady SS > 652				
12	iReady SS > 660				

Tier 2

Grade	If	Then	Core instructional materials	Progress Monitoring	Tier 2 Intervention Materials	Additional Notes
9	ELA FSA: Score 1 AND/OR iReady SS ≤ 620 Or < PA, HFW, or Phon	<p><u>Fall placement:</u> Student did not respond to or retain core instruction from previous year and data indicates scores fall in the tier 2 range.</p> <p>In addition to core instruction student will receive additional instruction through differentiated/targeted support in small group instruction from the core teacher as well as 90 minutes additional reading instruction through Intensive Reading.</p> <p><u>Winter placement:</u> Student is not responding to core instruction from 1st semester, or is making gains, but is still not caught up to grade-level.</p>	Springboard (ELA) Collections (Reading)	iReady	Triumph Learning Software iReady Toolbox	<p>Students will be monitored on an ongoing basis to determine the efficacy of the Tier 2 intervention.</p> <p>In addition, students will be re-evaluated in the Winter and replaced in the appropriate tier based on progress made/gaps that still exist.</p>
10	ELA FSA: Score 1 AND/OR iReady SS ≤ 640 Or < PA, HFW, or Phon					
11	ELA FSA: Score 1 AND/OR iReady SS ≤ 652 Or < PA, HFW, or Phon					
12	iReady SS ≤ 660 Or < PA, HFW, or Phon					

Tier 3

Grade	If	Then	Core instructional materials	Progress Monitoring	Tier 2 Intervention Materials	Tier 3 Interventions and Materials	Additional Notes
9	ELA FSA: Score 1 AND/OR iReady SS ≤ 609 < PA, HFW, or Phon	<u>Fall placement:</u> Student did not respond to or retain core instruction from previous year and data and is significantly below grade level necessitating Tier 3 interventions.					<p>Students will be monitored on an ongoing basis to determine the efficacy of the Tier 2 and 3 interventions.</p> <p>In addition, students will be re-evaluated in the Winter and replaced in the appropriate tier based on progress made/gaps that still exist.</p>
10	ELA FSA: Score 1 AND/OR iReady SS ≤ 620 < PA, HFW, or Phon	In addition to core instruction and Tier 2 interventions, students will receive Tier 3 interventions via small group instruction with a reading interventionist.	Springboard (ELA)	iReady	Triumph Learning Software	USA Test Prep	
11	ELA FSA: Score 1 AND/OR iReady SS ≤ 640 < PA, HFW, or Phon	<u>Winter placement:</u> Student is responded to core instruction and/or Tier 2 interventions from 1 st semester, or is making gains, but is not caught up to within 1 grade-level of their current grade.	Collections (Reading)		iReady Toolbox		
12	iReady SS ≤ 652 AND/OR < PA, HFW, or Phon						

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:** Jefferson County K-12, a Somerset School
- 2. Contact name for schools covered on this plan:** Charlene Thompson
- 3. Contact phone number:** (850)997-3555
- 4. Contact email:** mcthompson@somersetjefferson.org
- 5. Schools covered by this plan:** Jefferson County Elementary, Jefferson County Middle and Jefferson County High School

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:** Elementary: 7:45am; Middle & High: 8:25am
- 2. School dismissal time:** Elementary: 3:30pm; Middle & High: 3:30pm
- 3. Total number of instructional minutes per day:** 540
- 4. Minutes per day of reading instruction (must be at least 150):** 150

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.**

The extra hour of instruction for students that have scored a Level 4 or Level 5 on the FSA includes an enrichment hour of reading based instruction. The extension of learning includes additional time with the core Wonders curriculum, Leader in Me, Read Works, iReady extensions. The extended day opportunities allow students time to process concepts and deepen their understanding. Jefferson Somerset provided notification to all students including the 10 students that performed Level 4 or Level 5 on the FSA, of the opportunity to participate in the extra hour of instruction.

APPENDIX C

- 2. 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.**

One Kindergarten through grade 5 reading intervention teacher is utilized to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency. Jefferson Somerset is experiencing a severe shortage in available teachers and has an influx of new first year teachers. However, we are committed to hiring teachers who possess the required State Certification credentials and endorsements and evaluating accordingly. Reading Interventionist receives close monitoring and works closely with the General Education teacher to plan and implement activities to address reading deficits. Classrooms walkthroughs and observations are conducted quarterly to assess performance. Data collection is also reviewed quarterly to determine the effectiveness of the interventionist.

Professional development for elementary school teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text.

Professional development for elementary school teachers in explicit reading techniques provided by FLDRS.

- 3. 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.**

Supplemental Intervention Materials are as follows:

1. McGraw-Hill Wonder Works K-5; This program was not used in 17-18; however we want to use other strategies from this program to continue increasing growth in proficiency.
2. iReady Toolkit K-8: This program was used in 17-18 for 45mins weekly. Overall student proficiency increased as a result by 4-percentage point on ELA and ELA Learning Gains increased by 5 percentage points.
3. Wilson: This program was not used in 17-18; however, we want to use other strategies from this program to continue increasing growth in proficiency.

APPENDIX C

- 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.**

Progress monitoring iReady data collection occurs quarterly and the instructional group data is analyzed following each diagnostic assessment. The elementary students in grades 3 – 5 will take a bi-monthly standards assessment as a checkpoint to assess standards mastery. ESE teachers will collect data bi-monthly to monitor their reading support and instruction effectiveness. The intervention teacher will collect and monitor the small group reading instruction data. Data chats occur with members of administration and based on data, specific plans are developed to meet student needs.

- 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.**

The Tiered Support system in place at Jefferson Somerset will determine the frequency of the data collection from each reading instruction application. Feedback is given based on the data collected, which is then used to guide instructional planning. Source of data included the students' iReady, Wonders Unit Assessments, Wonderworks, and Wilson. This data is reviewed monthly to ensure that intensive reading instruction is delivered effectively.

- 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.**

Weekly lesson plans are submitted and reviewed by the Curriculum Director Alexandra Castillo. The lesson plans must include the supplemental program, standards that will be addressed, and cross curricular connections. McGraw-Hill Wonderworks, the iReady Toolkit, and Leader in Me contain passage that infuse social studies, science, and mathematics-text reading. The intervention teacher will provide opportunities for students to analyze and discuss text features, practice phonics and fluency, and extend their comprehension opportunities through various sources of curriculum. The Leader in Me time with teachers enables students to talk about their real-life experiences and work through scenarios that offer opportunities for discussion and integration of ideas.