Seminole 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: Anna-Marie Cote
Contact Email: Anna-Marie_cote@scps.k12.fl.us
Contact Telephone: 407-320-0504

District-Level Leadership

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

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

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	62	64	63	65	63	67	68

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	54	56	57	58	56	59	61

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	33	30	32	28	31	25	22
White/Hispanic	18	17	17	15	19	14	12
Economically Disadvantaged/Non-Economically Disadvantaged	31	29	30	26	30	24	21
Students with Disabilities/Students without Disabilities	44	40	46	37	45	33	29
English Language Learners/ Non-English Language Learners	37	34	34	31	38	28	25

* 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 s t u d e n t achievement in relation to your district goals.

The 2018-19 K-12 Comprehensive Research-Based Reading Plan funds are allocated to support student achievement in relation to district goals by: (1) determining staffing support for schools that include district and school instructional coaches and interventionists, (2) aligning district support for teachers' professional development needs and on-going coaching, (3) funding the required extra time for schools in the Lowest 300 Elementary Schools category, (4) providing funds for Summer Reading Camps operation, (5) providing progress monitoring resources, and (6) providing programs and materials.

The Reading Categorical funds are essential to providing students and teachers with the skills needed to master ELA standards and improve literacy. The expenditures are designed to support increased student literacy achievement by improving pedagogy, providing relevant, differentiated professional development, and securing resources teachers need to ensure students are supported to make academic gains leading to proficiency. The SCPS MTSS system includes intervention program, process, and outcome data so that student progress can be monitored and instruction can be adjusted as needed. School level MTSS teams work hard to identify root causes for lack of progress and make every effort to revise support so that time spent with students is effective and efficient.

It is important to recognize that Seminole County Public Schools deliberately and regularly coordinates funding expenditures from all fund sources to ensure students are receiving the maximum support available. The Superintendent's Leadership Team works together to look at all general fund sources, then again works together to review the additional options provided through federal funds for our most at-risk schools.

3. In regard to district-level monitoring of student achievement progress, please address the following:

A. Who at the district level is responsible for collecting and reviewing student progress monitoring data?

The Assessment and Accountability Department is responsible for collecting and analyzing student progress monitoring data. The Superintendent's Leadership Team (Superintendent; Deputy Superintendent; Chief Information Officer; Executive Directors for Elementary, Middle and High Schools; Executive Director of Exceptional Student Support Services, Executive Director of ePathways and Strategic Partnerships, Executive Director of Human Resources; Director of ESOL, World Languages and Student Access; Director of Teaching and Learning; Director of Staffing, Director of Leadership Pathways; Director of Federal Projects and Resource Development, and Director of Research and Accountability) reviews performance on progress monitoring assessments quarterly. In addition to the academic progress monitoring data, the Superintendent's Leadership Team reviews quarterly attendance data (both student and teachers), discipline data, MTSS reports, advanced opportunity students' placement and performance data and gifted identification data.

For the 2017-18 school year, the Superintendent assigned a specific school to each Cabinet member. School assignments were determined based on student performance at elementary, middle and high schools. Each leadership member supports the school principal by providing principal requested information and support. Leadership team members visit their schools and conduct classroom walk-throughs regularly. At the Superintendent's weekly Cabinet meeting, the leadership team members report their school's accomplishments and needs at least twice per month. Based on the reports, and in conjunction with the progress monitoring information, adjustments may be made in personnel, resources and/or professional development.

The Executive Directors for Elementary, Middle and High Schools meet with their principals monthly to review relevant data and determine needed support. Schools with positive trends in student achievement and in other factors share best practices. In addition, district staff visit schools regularly to meet with K-12 principals, teachers and instructional coaches to review progress monitoring data and provide support to identified teachers.

The Department of Teaching and Learning (DTL) staff also review student progress monitoring data regularly for the purpose of adjusting teacher training. DTL staff prioritize standards-based support and work with school-based Professional Learning Communities to differentiate teacher dialogues and training.

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.

Progress monitoring data that will be collected at the district level for the 2018-19 school year includes data from the following systems/assessments:

- iReady progress monitoring system is utilized by students in kindergarten through grade five and students reading below level in grades six, seven and eight. Common Nine Week Exams are standards based assessments aligned to the English Language Arts curriculum frameworks that are administered in sixth through tenth grade.
- Achieve3000 progress monitoring is utilized by students reading below grade level at select high schools in grades 9-12.
- Reading Plus is used at select high school sites for students reading below grade level in grades 9-12.

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

Progress monitoring data is collected and reviewed by the district as follows:

- iReady and Achieve data is collected and reviewed weekly; diagnostic and level set data is reviewed three times throughout the school year.
- Common Nine Week Exam standards based assessment data is collected and reviewed in October, January and March for sixth through tenth grade students.
- Reading Plus data is collected and reviewed monthly.

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

   The Superintendent's Leadership Team (Superintendent; Deputy Superintendent; Chief Information Officer; Executive Directors for Elementary, Middle and High Schools; Executive Director of Exceptional Student Support Services, Executive Director of ePathways and Strategic Partnerships, Executive Director of Human Resources; Director of ESOL, World Languages and Student Access; Director of Teaching and Learning; Director of Staffing, Director of Leadership Pathways; Director of Federal Projects and Resource Development, and Director of Research and Accountability) is responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions. Specifically, the Executive Director of each school level, the Executive Director for Exceptional Support Services, and the Director of ESOL and World Languages work directly with principals and teachers to ensure students are being provided the 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?**

      All of the Superintendent's Leadership Team (Superintendent; Deputy Superintendent; Chief Information Officer; Executive Directors for Elementary, Middle and High Schools; Executive Director of Exceptional Student Support Services, Executive Director of ePathways and Strategic Partnerships, Executive Director of Human Resources; Director of ESOL, World Languages and Student Access; Director of Teaching and Learning; Director of Staffing, Director of Leadership Pathways; Director of Federal Projects and Resource Development, and Director of Research and Accountability) is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards. In particular, the Director of Teaching and Learning works with his Department and teachers and administrators from a variety of schools to prepare pacing guides, scope and sequence documents, instructional plans and sample model lessons.

      The Teaching and Learning staff work with the Assessment and Accountability staff to align standards-based instructional resources with progress monitoring tools. In addition, the Teaching and Learning Staff implement the Coaching Cycle with designated teachers based on observations and administrator feedback.

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

      The evidence that will be collected to demonstrate that classroom instruction is aligned to grade-level Florida Standards is the progress monitoring data used throughout the district.

      - iReady progress monitoring systems are utilized by students in kindergarten through fifth grade and below level students in grades six, seven, and eight. Common Nine Week Exams are standards based assessments aligned to the English Language Arts curriculum frameworks that are administered in sixth through tenth grade.

- Achieve 3000 progress monitoring is utilized by students reading below grade level at select high schools in grades 9-12.
- Reading Plus is used at select high school sites for students reading below grade level in grades 9-12.
- On-going classroom walk-throughs by district and school-base staff.

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

Progress monitoring data is collected and reviewed by the district as follows:

- iReady and Achieve 3000 data is collected and reviewed weekly.
- Common Nine Weeks Exam standards based assessment data is collected and reviewed in October, January and March for sixth through tenth grade students.
- Reading Plus data is collected and reviewed monthly.
- On-going classroom walk-throughs by district and school-based staff conducted throughout the school year.

D. In regard to access to informational text for each content area in a variety of mediums, please address the following: 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?

All of the Superintendent's Leadership Team (Superintendent; Deputy Superintendent; Chief Information Officer; Executive Directors for Elementary, Middle and High Schools; Executive Director of Exceptional Student Support Services, Executive Director of ePathways and Strategic Partnerships, Executive Director of Human Resources; Director of ESOL, World Languages and Student Access; Director of Teaching and Learning; Director of Staffing, Director of Leadership Pathways; Director of Federal Projects and Resource Development, and Director of Research and Accountability) is responsible for ensuring that schools have access to informational text for each content area in a variety of mediums. In particular, the Director of Teaching and Learning works with his Department staff, in conjunction with the ESSS, Title I and ESOL Department staff, and teachers and administrators from a variety of schools to identify and provide informational texts for each content area in a variety of mediums, as well as provide appropriate professional development for differentiating, preparing pacing guides, providing scope and sequence documents, and developing instructional plans and sample model lessons. The Teaching and Learning staff works with the Assessment and Accountability staff to align standards-based instructional resources with progress monitoring tools.

E. 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?

In addition to using texts from core, supplemental and intervention programs, the district will ensure that schools have access to a variety of increasingly complex texts in a variety of mediums (online, audio, visual, etc.) by continuing the collaborative process for reviewing and updating instructional plans/frameworks and embedding these resources in the instructional frameworks. The district has implemented several blended courses and continues to expand the offerings, in addition to providing access

to Seminole County Virtual School and Florida Virtual School. The Director of Teaching and Learning also ensures texts and additional resource purchases include a variety of mediums.

The point of contact for ensuring that schools have access to a variety of increasingly complex texts in a variety of mediums (online, audio, visual, etc.) is the Director of Teaching and Learning. The Director of Teaching and Learning supervises the Coordinator of Elementary Reading and Curriculum and the Coordinator of Secondary Reading and Curriculum. These three individuals communicate with teachers, school administrators and reading coaches. All of these staff members work together when preparing and revising district instructional plans with their relevant grade levels and content area groups. By doing so, the expectations for using complex texts to teach complex comprehension tasks are infused in instructional plans beyond the specific reading curriculum and courses. In addition to the district providing materials that are referenced in the instructional plans, several electronic sites and resources are listed.

Seminole County has implemented a robust Content Area Reading Professional Development (CAR-PD) model that maximizes student use of informational text. Students have an opportunity to participate in courses served by CAR-PD teachers, and in some cases, blended with technology support programs.

6. 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?

At the District Level, the Superintendent's Leadership Team (Superintendent; Deputy Superintendent; Chief Information Officer; Executive Directors for Elementary, Middle and High Schools; Executive Director of Exceptional Student Support Services, Executive Director of ePathways and Strategic Partnerships, Executive Director of Human Resources; Director of ESOL, World Languages and Student Access; Director of Teaching and Learning; Director of Staffing, Director of Leadership Pathways; Director of Federal Projects and Resource Development, and Director of Research and Accountability) collaboratively ensures that all classroom instruction is accessible to the full range of learners using UDL principles. In addition, Instructional Technology Specialists, Curriculum Specialists, ESE and ESOL specialists work in collaboration with classroom teachers to ensure access to online academic databases, digital tools, and instructional resources that support and accommodate the needs of all students. The Department of Teaching and Learning provides Universal Design for Learning professional development opportunities to ensure district teachers on assignment embed and model UDL principles during training. School site administrators and reading coaches are responsible for monitoring the effective use of adopted materials in the classroom and access to digital resources. District and school level staff offer customized support to schools in the implementation of UDL in the classroom as needed.

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)?

All adopted core and supplemental resources are carefully evaluated to ensure that instructional resources meet universal design principles that provide multiple means of presentation, multiple means of action and expression, multiple means of usability and multiple means of engagement, as well as consideration of presentation (font type and size, video captioning, alt tags for images), navigation, (adjustable navigation tools, use of shortcuts) accessibility (magnification, text-to-speech, switch scanning controls) and usability (easy user interface, clear table of contents, highlighters) to accommodate students with disabilities and limited English proficiency. Numerous school and classroom visits by the Superintendent, Board Members, Deputy Superintendent for Instruction, Executive Directors for Grade Levels, ESOL Director, and Exceptional Student Education, Reading Administrators, and school-based administrators, provide opportunities to observe that classroom instruction is accessible to the full range of learners using UDL principles. These first-hand observations throughout the school year are considered in conjunction with the district progress monitoring information.

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

Evidence of effectiveness of UDL implementation will be evaluated by school and classroom visits as well as by reviewing achievement data for all student subgroups. School and classroom visits by the Superintendent, Board Members, Deputy Superintendent for Instruction, Executive Directors for Grade Levels and Exceptional Student Education, Reading Administrators, and school-based administrators are conducted throughout the school year.

Progress monitoring data is collected and reviewed by the district as follows:

- iReady and Achieve 3000 data is collected and reviewed weekly.
- Common Nine Weeks Exam standards based assessment data is collected and reviewed in October, January and March for sixth through tenth grade students.
- Reading Plus data is collected and reviewed monthly.

7. 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?**

   The Director of Teaching and Learning is responsible.

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

   $135,000

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?

   The Director of Teaching and Learning is responsible.

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

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.**

Qualifications for Coaches	Bachelor's Degree with a minimum of five (5) years successful K-12 teaching experience required; Master's Degree preferred. •Certification in K-12 Reading or Reading Endorsement preferred; OR in process of earning Certification/Reading Endorsement within a three year time period. • ESOL Certification or Endorsement preferred. • Strong background in reading instruction and teacher training required. • Demonstrated success as a reading teacher, especially with below-level readers. •Strong background in instructional coaching practices and/or participation in trainings or institutes relates to instructional coaching preferred.

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

   The Research-Based Reading Allocation will provide .25 FTE for literacy support to the schools listed. The remaining .75 is funded through district operating dollars and affords school leaders the opportunity to conduct and respond to a school-based needs assessment for allocating instructional support including coaching and/or intervention.

   Altamonte Elementary, Bear Lake Elementary, Bentley Elementary, Carillon Elementary, Casselberry Elementary, Crystal Lake Elementary, Eastbrook Elementary, English Estates Elementary, Evans Elementary, Forest City Elementary, Geneva Elementary, Goldsboro Elementary, Hamilton Elementary, Heathrow Elementary, Highlands Elementary, Idyllwilde Elementary, Keeth Elementary, Lake Mary Elementary, Lake Orienta Elementary, Lawton Elementary, Layer Elementary, Longwood Elementary, Midway Elementary, Partin Elementary, Pine Crest Elementary, Rainbow Elementary, Red Bug Elementary, Sabal Point Elementary, Spring Lake Elementary, Stenstrom Elementary, Sterling Park Elementary, Walker Elementary, Wekiva Elementary, Wicklow Elementary, Wilson Elementary, Winter Springs Elementary, Woodlands Elementary

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.**

   Pending release of 2018 FSA data, the district anticipates all schools will demonstrate a need for additional reading coaching and/or intervention support. Therefore, the allocation of .25 FTE affords all school leaders the opportunity to conduct and respond to a school-based needs assessment for allocating instructional support including coaching and/or intervention.

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

   a. Elementary: 9.25 (.25 coach/interventionist per elementary school)
   b. Middle: 2
   c. High: 2
   d. District Support: 4

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

   School-based and district administrators measure the effectiveness of reading/literacy coaches using a wide range of strategies, including reviewing the relevant FSA ELA data, iReady diagnostic data, and school-based teacher evidence of improved student achievement. Additional strategies include: • District-based Teachers-on-Assignment provide monitoring and evidence of implementation of coach-provided professional development using a variety of tools including coaching logs, checklists and surveys.

   - Monitoring of the progress of small group/individual goals and plans are completed by District Coaches, Teachers-on-Assignment, teacher leaders, Department of Teaching and Learning Coordinators, Principals, and Principal Designees through the use of targeted goal-based walk-throughs and lasting

evidence of coaching. • Monitoring gradual release of responsibility using classroom walk-throughs by administrators. • Execute surveys with a variety of stakeholder groups involved in the coaching process including but not limited to teachers, coaches, administrators, counselors, and students.

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

   $1,140,000 of the Research-based Reading Instruction Allocation is allotted for school-based literacy support salaries.

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?**

   As stated in the response regarding, Reading/Literacy Coaches. The Research-Based Reading Allocation will provide .25 FTE for literacy support to the schools listed. The remaining .75 is funded through district operating dollars and affords school leaders the opportunity to conduct and respond to a school-based needs assessment for allocating instructional support including coaching and/or intervention.

   Altamonte Elementary, Bear Lake Elementary, Bentley Elementary, Carillon Elementary, Casselberry Elementary, Crystal Lake Elementary, Eastbrook Elementary, English Estates Elementary, Evans Elementary, Forest City Elementary, Geneva Elementary, Goldsboro Elementary, Hamilton Elementary, Heathrow Elementary, Highlands Elementary, Idyllwilde Elementary, Keeth Elementary, Lake Mary Elementary, Lake Orienta Elementary, Lawton Elementary, Layer Elementary, Longwood Elementary, Midway Elementary, Partin Elementary, Pine Crest Elementary, Rainbow Elementary, Red Bug Elementary, Sabal Point Elementary, Spring Lake Elementary, Stenstrom Elementary, Sterling Park Elementary, Walker Elementary, Wekiva Elementary, Wicklow Elementary, Wilson Elementary, Winter Springs Elementary, Woodlands Elementary

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.**

   Pending release of 2018 FSA data, the district anticipates all schools will demonstrate a need for additional reading coaching and/or intervention support. Therefore, the allocation of .25 FTE affords all school leaders the opportunity to conduct and respond to a school-based needs assessment for allocating instructional support including coaching and/or intervention. Additional intervention support may be deployed to schools as dictated by FSA data.

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

   a. Elementary: 3.5
   b. Middle: 3.0
   c. High: 0

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

   $390,000

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, Achieve3000, Reading Plus, Developmental Reading Assessments (DRA), Language Live, and other resources as determined by FSA data.

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

   $819,000 of the Research-based Reading Instruction Allocation is allotted for research-based supplemental instructional materials and/or interventions.

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.**

   N/A

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:** Dr. Robin Dehlinger, Exec.Director of Elementary Education

2. **Email Address:** robin_dehlinger@scps.k12.fl.us

3. **Phone Number:** 407-320-0032

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

   Eleven sites will be hosting SRC: Altamonte Elementary, Casselberry Elementary, Forest City Elementary, Hamilton Elementary, Highlands Elementary, Lake Mary Elementary, Lake Orienta Elementary, Pine Crest Elementary, Stenstrom Elementary, Sterling Park Elementary, and Wicklow Elementary.

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

   a. **Start Date:** 06/04/2018
   b. **Which days of the week is SRC offered:** Monday, Tuesday, Wednesday, Thursday
   c. **Number of instructional hours per day in reading:** Hours per day: 5.50
   d. **End Date:** 06/28/2018
   e. **Total number of instructional hours of reading:** 88 hours

6. **Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?**

   Yes, teachers will be selected based on current performance in the classroom, administrator recommendation, familiarity with the curriculum and grade level standards, and years of experience teaching school and summer school.

7. **What is the anticipated teacher/student ratio?**

   1:13

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

   SRC will serve third grade students scheduled for retention, as well as third grade students that are promoted to fourth grade, yet still struggle with standards mastery. In schools identified as "focus schools" through data collection, students entering third grade, as well as students entering fifth will also have the opportunity to attend SRC if they have been identified as students in need of additional support.

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

   IOWA, iReady, and fluency data will be collected to measure students' growth. Fluency data will be collected on a weekly basis. iReady will be part of the daily schedule for students with the iReady Diagnostic being offered at the end of SRC. IOWA testing will also be available at the conclusion of SRC.

300 Lowest-Performing Elementary Schools

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

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools	$83,429
District expenditures on reading coaches	$1,140,000
District expenditures on intervention teachers	$390,000
District expenditures on supplemental materials or interventions	$819,000
District expenditures on professional development	$135,000
District expenditures on summer reading camps	$309,788
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	$97,000
Flexible Categorical Spending	$0
Sum of Expenditures	$2,974,217
Amount of district research-based reading instruction allocation for 2018-2019	$2,974,217

APPENDIX A

Seminole County Public Schools

April 23, 2018

2018-19 K12 Comprehensive Reading Plan

K12 Comprehensive Reading Plan District Contact

Exceptional Student Education (ESE) District Contact

English Language Learner (ELL) District Contact

AGENDA

Required Compliance Meeting

District Level Leadership: Question #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."

I. Review 2018-19 K-12 Comprehensive Reading Plan requirements and content.

II. Discuss K-12 Comprehensive Reading Plan alignment to the District's Special Programs and Procedures Manual (SP&P).

III. Discuss K-12 Comprehensive Reading Plan alignment to the District's English Language Learner's Plan.

Please sign below to verify participation in this meeting and discussion of the required K12 Comprehensive Reading Plan requirements and alignment with the designated manuals/plans for which you are responsible.

Anna-Marie Cote Date 4/23/18

Dr. Anna-Marie Cote, Deputy Superintendent, District K12 Reading Plan Contact

Michelle Walsh Date 4/23/18

Dr. Michelle Walsh, Executive Director, Exceptional Student Support Services

Minnie Cardona Date 4/23/18

Ms. Minnie Cardona, Director, English Speakers of Other Languages, World Languages, Student Access

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

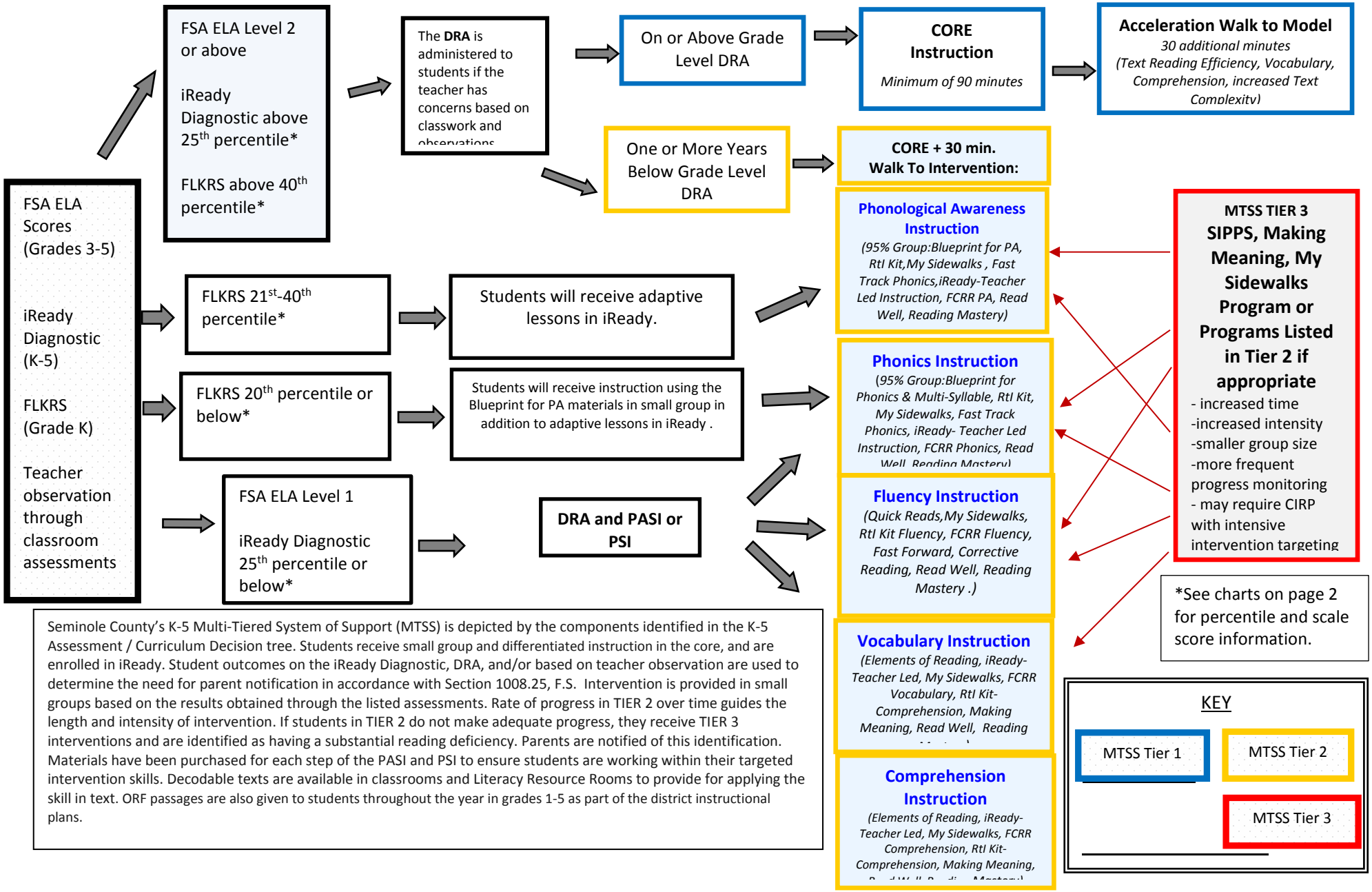
In this section districts will describe how they identify students with substantial reading deficiencies and provide them with required interventions. Districts will create three Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring, 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;

K-5 Multi-Tiered System of Support (MTSS)
D1 Assessment/Curriculum Decision Tree, 2018-2019



Seminole County's K-5 Multi-Tiered System of Support (MTSS) is depicted by the components identified in the K-5 Assessment / Curriculum Decision tree. Students receive small group and differentiated instruction in the core, and are enrolled in iReady. Student outcomes on the iReady Diagnostic, DRA, and/or based on teacher observation are used to determine the need for parent notification in accordance with Section 1008.25, F.S. Intervention is provided in small groups based on the results obtained through the listed assessments. Rate of progress in TIER 2 over time guides the length and intensity of intervention. If students in TIER 2 do not make adequate progress, they receive TIER 3 interventions and are identified as having a substantial reading deficiency. Parents are notified of this identification. Materials have been purchased for each step of the PASI and PSI to ensure students are working within their targeted intervention skills. Decodable texts are available in classrooms and Literacy Resource Rooms to provide for applying the skill in text. ORF passages are also given to students throughout the year in grades 1-5 as part of the district instructional plans.

Information on Scale Scores and Percentiles for FLKRS & iReady Diagnostics

FLKRS	
Percentile	Scale Score
41st Percentile and Above	497 or Above
21st-40th Percentile	438-496
20th Percentile or Below	437 or Below

iReady Diagnostic Test			
Diagnostic/Grade Level	Scale Scores at 26th Percentile or Above		Scale Scores for 25th Percentile or Below
Fall			
Kindergarten	333 or Above		332 or Below
First Grade	377 or Above		376 or Below
Second Grade	431 or Above		430 or Below
Third Grade	474 or Above		472 or Below
Fourth Grade	497 or Above		496 or Below
Fifth Grade	520 or Above		518 or Below
Winter			
Kindergarten	354 or Above		353 or Below
First Grade	406 or Above		405 or Below
Second Grade	457 or Above		454 or Below
Third Grade	492 or Above		490 or Below
Fourth Grade	511 or Above		509 or Below
Fifth Grade	532 or Above		530 or Below
Spring			
Kindergarten	375 or Above		374 or Below
First Grade	425 or Above		424 or Below
Second Grade	475 or Above		474 or Below
Third Grade	501 or Above		500 or Below
Fourth Grade	517 or Above		515 or Below
Fifth Grade	540 or Above		538 or Below

Sources: iReady Diagnostic 2016 National Norms Technical Documentation Norms Tables (2016-2017) and STAR Early Literacy Benchmarks, Cut Scores, and Growth Rates 2015

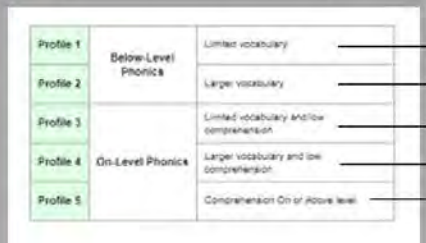
2018-19 Middle School Reading Placement Protocol Grades 6-8

FSA Scale Scores

1
6: 257-303 (gr 5)
7: 259-308 (gr 6)
8: 267-317 (gr 7)

iReady Diagnostic Scores*

- ≤ 25th Percentile → Fluency
  - ≤ 126 wpm → iReady Profiles and/or SRA Decoding Placement Schedule
  - ≥ 127 wpm → No SRA Corrective Int. Read Single Block
- ≥ 26th Percentile → Int. Read. Single Block



2
6: 304-312 (gr 5)
7: 309-317 (gr 6)
8: 318-325 (gr 7)

iReady Diagnostic Scores*

- ≤ 25th Percentile → iReady Instructional Grouping Profiles (see profile chart on left)
  - 1, 2, 3 → Int. Read. Double Block
  - 4, 5 → Int. Read. Single Block
- ≥ 26th Percentile → Int. Read. Single Block

*Source: iReady Diagnostic 2016 National Norms Technical Documentation Norms Tables (2016-2017).

2
6: 313-320 (gr 5)
7: 318-325 (gr 6)
8: 326-332 (gr 7)

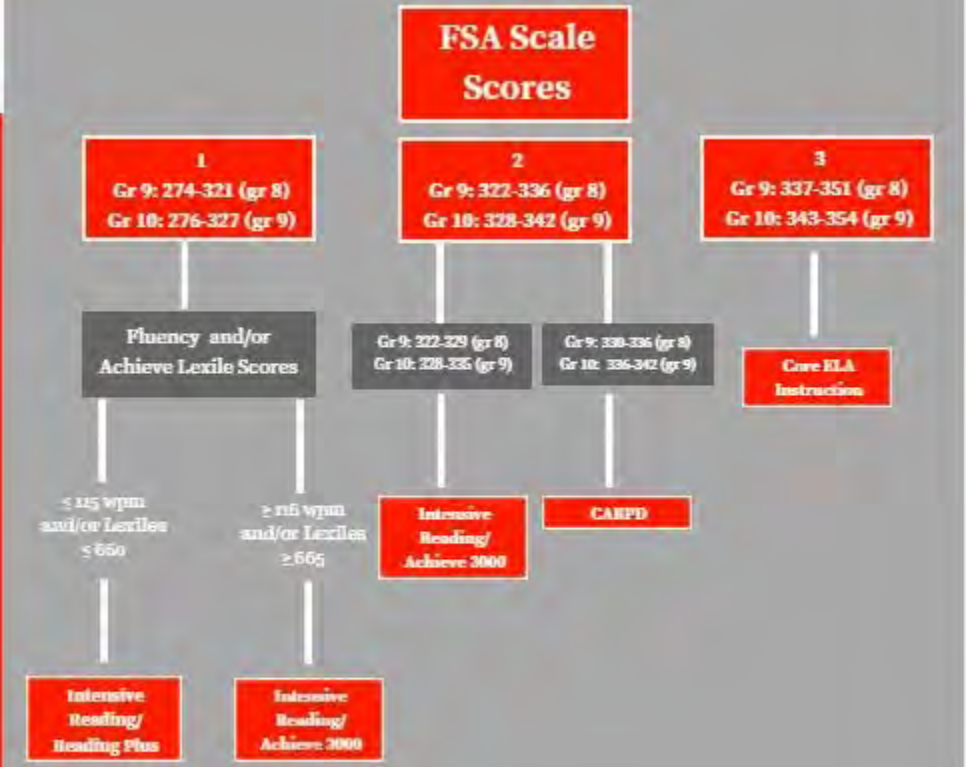
iReady Diagnostic Scores*

- ≤ 25th Percentile → Int. Read. Single Block
- ≥ 26th Percentile → CARPD

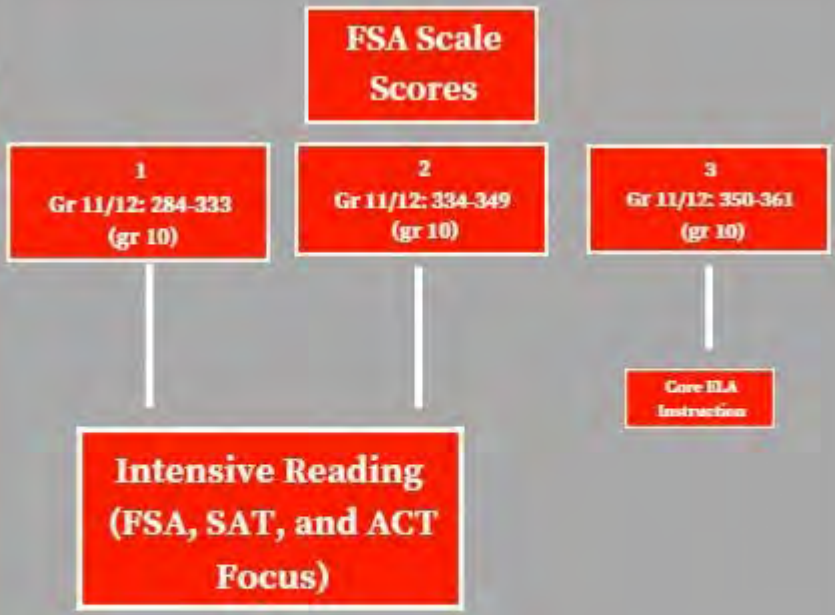
3
6: ≥ 321 (gr 5)
7: ≥ 326 (gr 6)
8: ≥ 333 (gr 7)

Core ELA Instruction

2018-19 High School Reading Placement Protocol Grades 9-10



2018-19 High School Reading Placement Protocol Grades 11-12



APPENDIX C

Seminole County Public Schools

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 – District

1. **District name:** Seminole County
2. **Contact name for schools covered on this plan:** Anna-Marie Cote
3. **Contact phone number:** 407-320-0504
4. **Contact email:** anna-marie_cote@scps.us
5. **Schools covered by this plan:** Idyllwilde Elementary and Pine Crest Elementary. Each school's plan is presented separately below.

IDYLLWILDE ELEMENTARY SCHOOL

Section 1: Contact Information

1. **District name:** Seminole
2. **Contact name for schools covered on this plan:** Lenore Logsdon
3. **Contact phone number:** 407-320-3700
4. **Contact email:** Lenore_Logsdon@scps.k12.fl.us
5. **Schools covered by this plan:** Idyllwilde Elementary 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:** 8:45am
2. **School dismissal time:** 3:15pm
3. **Total number of instructional minutes per day:** 340 (280 on Wednesday)
4. **Minutes per day of reading instruction (must be at least 150):** 213

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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.**

   At Idyllwilde Elementary, level 4 and 5 students are participating in reading acceleration during the extended time. Students participate in novel studies, literature circles and social emotional strategy development through the Leader in Me program.

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.**

   At Idyllwilde Elementary, all ELA teachers are certified. Seminole County Public Schools uses the Marzano model for evaluation. The 6 intervention teachers, hold Highly Effective ratings. Our district instructional plans detail standards-based instruction and the appropriate level of complexity. We use both formal and informal observations to monitor and rate the teachers' performance. Teachers use this information to develop a Deliberate Practice Plan in order to improve their pedagogy. The administration team conducts walkthroughs and provides feedback to monitor instruction and students learning. In the hiring process, the expectation is that all teachers are state certified. ELA coaches provide ELA support to new teachers.

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.**

   At Idyllwilde Elementary, all reading programs are research based, specifically Fast Track Phonics, SFA Corrective Reading, and 95% group. Teachers meet in small groups of no more than 8 students. Students are grouped by documented skill deficits, parents are engaged in skill based support (Academic Parent Teacher Team). Teachers discuss students' achievement on formative progress monitors at PLC's. In addition, coaches and administrators review data and meet with PLC's weekly. These efforts positively impacted our learning gains and proficiency in 2018. In 2017, ELA achievement was 38%, in 2018 it was at 47%. In 2017, ELA learning gains were at 41%, in 2018, they were 56%. In 2017, Math achievement was at 42%, in 2018, they were at 46%. In 2017, Math learning gains were at 38%, in 2018, they were at 52%. We also hired the 2018 district teacher of the year to support our ELA teachers and she is bringing additional research-based strategies to the teacher teams.

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.**

   At Idyllwilde Elementary, students are grouped based on need using; PASI/PSI, iReady data, DRA, Corrective Reading, and teachers' formative assessments. These groups are monitored and reevaluated on a regular basis.

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.**

   At Idyllwilde Elementary, the administration and coaches ensure the fidelity of implementation and provide feedback as needed by maintaining fidelity with the K-12 Comprehensive Reading Plan. Teachers pull groups with no more than 8 students and all instruction is provided as needed, based on student data. Each reading component is addressed as follows:

   - Phonemic Awareness, (Fast Track Phonics, Corrective Reading, 95% group),
   - Phonics (Fast Track Phonics, Corrective Reading, 95% group),
   - Fluency, (6 minute solutions), and
   - Vocabulary and Comprehension, (Comprehension Tool Kit, Reading Street, and the district instructional plan).

   The iReady Toolbox provides lesson components in phonemic awareness, phonics, fluency, vocabulary and comprehension. The SRA Reading Mastery Corrective Reading Decoding & Comprehension programs similarly address the 5 components of reading within direct instruction routines.

   Fidelity checks are provided by reading interventionists and district level Coaches on Assignment. These checks monitor the implementation of routines and procedures of error correction and feedback to students, as well as provide feedback to teachers regarding their own implementation.

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.**

   SCPS provides numerous materials to support the integration of Social Studies, Science and Mathematics. SCPS Teachers on Assignment support teacher planning for the integration of content and process. At Idyllwilde Elementary, we integrate Science, Social Studies and Math into the ELA blocks. In addition we teach ELA strategies during these subject areas. We use Document Based Questioning (DBQ) to ensure students apply their literacy skills.

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PINE CREST ELEMENTARY SCHOOL

Section 1: Contact Information

1. **District name:** Seminole County Public Schools
2. **Contact name for schools covered on this plan:** Alex Agosto
3. **Contact phone number:** 407-320-5400
4. **Contact email:** Alexis_Agosto@scps.k12.fl.us
5. **Schools covered by this plan:** Pine Crest School of Innovation

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:** 8:35 am
2. **School dismissal time:** 3:05 pm
3. **Total number of instructional minutes per day:** 1500
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.**

   These students have been strategically assigned to teachers servicing high achieving and identified gifted students receiving push in support from the Teacher of the Gifted. Students also participate in daily differentiated acceleration groups and are invited to afterschool enrichment program targeting high performing students and supported by Project Elevate curriculum.

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.**

   Every effort is made to hire highly qualified and high performing teachers and specialists. Candidates are closely vetted by the district Human Resources Certification Specialist. Past employment references are required to be done by receiving administration**.** SCPS uses the Marzano model for evaluation, with both formative and summative observations throughout the year. SCPS has designated time frames for each

of these observation/evaluation tools, and teachers are provided feedback within the specified time.

Additionally, Pine Crest Elementary School of Innovation has worked collaboratively with Learning Science International (LSI) to provide weekly extensive professional development for rigorous standard based instruction, supported by strategic coaching and feedback. Coaches and Administrators regularly observe the implementation of the instructional techniques, and provide immediate feedback through the LSI Growth Tracker. Teachers' Deliberate Practice Plans are aligned to those instructional tools and techniques.

For Pine Crest Elementary there has been added support from district Executive Directors at recruitment events, such as SCPS' Annual Job Fair. The Principal at Pine Crest Elementary actively recruits by networking with local Colleges of Education, including Rollins College and the University of Central Florida. Teachers are supported by on- going Professional Development provided by the SCPS / UF Coaching Institute, SCPS Department of Teaching and Learning and school-based support from Learning Science International trainers.

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.**

All students K-5, participate in the iReady Diagnostic assessment, and follow the prescribed route of reinforcing lessons. Additionally, classroom teachers provide standard based differentiated instruction using the iReady Toolbox and LAFS books to accelerate student growth towards grade level proficiency. All students in grades 3-5 are assessed with the SRA Corrective Reading Placement Test for Decoding and/or Comprehension, and assigned a specific small group for instruction at their designated level. Students in grades K-2, who demonstrate an instructional need, participate in SRA Reading Mastery and/or Language for Learners programs for designated interventions. Progress monitoring occurs after every 10 lessons, and is documented on a lesson progress chart. Grade level oral reading fluencies are administered monthly K-5 to measure progression towards grade level.

In 2018-2019, weekly iReady trainings followed by coaching for implementation, are being provided by iReady consultants to ensure the fidelity to the implementation and more effective use of the resources. Similarly, the SCPS ESS team is working in collaboration with our Instructional Coaches to ensure the fidelity of implementation of the SRA programs. These new programs and strategies are designed to improve performance from previous school years.

- In 2017, ELA achievement was 32%, in 2018 ELA achievement was 30%.
- In 2017, ELA learning gains were 44%, and in 2018 the ELA learning gains were 40%.

- In2017, Math achievement was 35%, in 2018, the Math achievement was 33%.
- In 2017, Math learning gains were 53%, and in 2018 Math learning gains were 44%.

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.**

   Pine Crest Elementary follows the SCPS Pre-Intervention and MTSS Process as defined for the 2018-2019 school year. Administration attended the district training and oversee the process. Additionally, the EdInsight computer program has been established as a tool for documentation, district wide.

   Following the SCPS K-12 Comprehensive Research-Based Decision Tree, our students are screened using the iReady Diagnostic Assessment, Developmental Reading Assessment (DRA) and/or the grade level fluency measures (ORF). Additional diagnostic measures, such as SRA Corrective Reading & Language for Learners placement tests, and/or PSI assessments are used to define the specific student needs. Progress monitors include the iReady Growth Monitoring assessments, SRA lesson checkpoints, oral reading fluencies and SCPS formative assessments for grades 3-5. The results of iReady and the SCPS formative assessments may be viewed through EdInsight.

   The iReady Toolbox provides lesson components in phonemic awareness, phonics, fluency, vocabulary and comprehension. The SRA Language for Learners and Reading Mastery Corrective Reading Decoding & Comprehension programs similarly address the 5 components of reading within direct instruction routines. Fidelity checks are provided biweekly by school based instructional coaches, reading interventionists and district level Coaches on Assignment. These checks monitor the implementation of routines and procedures of error correction and feedback to students as well as provide feedback to teachers regarding their own implementation.

5. **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.**

   SCPS provides numerous materials to support the integration of Social Studies, Science and Mathematics. SCPS Teachers on Assignment support teacher planning for the integration of content and process. Pine Crest teachers have been trained in cooperative learning/teaming practices techniques, and the implementation of these practices has been monitored weekly. Additional training on the Florida State Standards focused on the shifts towards more text based evidence and text complexity. Students in grades 4 & 5 participate in the Document Based Questioning Lessons (DBQ), focusing on text analysis and written response in core instruction and beyond

the school day. The DBQ integrates Science and Social Studies topics with ELA processes. The SCPS Social Studies Framework integrates content within SCPS ELA Framework. Mathematics-text reading moves beyond the problem solution and focuses on word problems, analyzing the problem/scenario, summarizing the result, through the use of math journals, cooperative learning activities and domain specific vocabulary.