Duval 2019-20 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: Brandie Berry
Contact Email: berryb@duvalschools.org
Contact Telephone: 904-348-7857

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, 2016-2017 and 2017-2018 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	48	*	49	50	50	52	54

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	49	*	52	53	50	54	56

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	31	*	30	27	31	24	21
White/Hispanic	19	*	21	18	21	15	12
Economically Disadvantaged/Non-Economically Disadvantaged	25	*	25	22	27	19	16
Students with Disabilities/Students without Disabilities	30	*	30	27	31	24	20
English Language Learners/ Non-English Language Learners	30	*	33	29	30	25	20

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

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

Expenditures from the allocation are providing the supplemental instructional materials and digital blended learning platforms, summer programming, and professional development necessary to fully implement a Multi-tiered System of Supports for students in grades K-12. The instructional materials and digital platforms allow teachers to differentiate instruction to meet the needs of learners in Tiers 1, 2, and 3, provide blended learning experiences to personalize instruction, and progress monitor students' growth at regular intervals. Third

graders who score a Level 1 on FSA-ELA can attend summer reading camp to continue working on demonstrating mastery of state standards.

Professional development is provided to teachers on the use of the various instructional resources and digital platforms and on evidence-based practices that accelerate student learning. Trainings and embedded site-based support are provided by district specialists who create curricular resources, district assessments, professional development sessions, and support teachers through professional learning communities and coaching sessions.

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 Office of Accountability and Assessment
     - Director of Accountability and Assessment

   - Academic Services
     - Director of ELA/Reading
     - Director of ESOL
     - Executive Director of Exceptional Education/Student Services
     - Executive Director of School Improvement

   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.**

   General Education, Exceptional Students, and ELLs with English Language Proficiency (ELP) of 2.5 (K-5) or 3.0 (6-12) or Higher:
   In grades K-2, the i-Ready diagnostic assessment is administered fall, winter, and spring to progress monitor students' progress. I-Ready assessment results include recommendations for instruction for each individual student in five domains: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Monthly growth monitoring assessments may be assigned to students receiving Tier II or III interventions to monitor the impact of interventions on the student's progress.

   In grades 3-5, the Achieve 3000 level set diagnostic assessment is administered fall, winter and spring to monitor students' progress. Students scoring below grade level also take the i-Ready diagnostic assessment to inform intervention instruction in one or more of the five domains of reading.

   In grades 6-8, the Achieve 3000 level set diagnostic assessment will be administered fall, winter and spring to monitor students' progress. Students who score a Level 1 or 2 on the FSA-ELA are administered the Corrective Reading diagnostic assessment to determine the student's placement in the corresponding intensive reading course.

In grades 9-12, the Achieve 3000 level set diagnostic assessment will be administered fall, winter and spring to monitor students' progress. Students in grades 9-10 who score a Level 1 on the FSA-ELA or a Level 2 on FSA-ELA AND score Far Below on the Spring administration of the Achieve 3000 diagnostic are administered the online Florida Assessments in Reading-Florida standards (FAIR-FS). FAIR-FS data helps schools individualize instruction for students in need of intervention.

All students in grades 3-10 take Duval's quarterly internal assessments at the conclusion of Quarters 1, 2 and 3. These assessments are designed in alignment with FSA item specs to progress monitor students' progress toward mastery of grade-level standards.

ELL's Below ELP of 2.5 (K-5) or 3.0 (6-12):

In grades K-7, students will be progress monitored 3x per year with the Imagine Learning diagnostic assessment. Students in grades 8-12 will be progress monitored through Rosetta Stone.

Additional assessments administered to English Language Learners (ELLs), include:

WIDA ACCESS for ELLS (Spring Assessment)

W-APT for Kindergarten for initial placement

WIDA Screener for initial placement for grades 1-12 and for post-monitoring

LAS Links only for post-monitoring or DL students

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

i-Ready, Achieve 3000, and Duval's quarterly internal assessments are administered three times per year. The FAIR-FS is administered twice a year.

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

Regional Superintendents and Executive Directors; Academic Services: Director of ELA/Reading, Director of ESOL, Executive Director of Exceptional Education/Student Services, Executive Director of School Improvement

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?**

Regional Superintendents and Executive Directors; Academic Services: Chief Academic Officer, Director of ELA/Reading, Director of ESOL, Executive Director of Exceptional Education/Student Services, Executive Director of School Improvement, Executive Director of Professional Development.

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

Principals, Regional Superintendents and Executive Directors, and district leaders in Academic Services engage in standards-based classroom walkthroughs using a digital tool designed specifically to capture evidence of alignment between instruction, tasks, and state standards. Observers answer questions about the intentionality of the Standards Focused Board, the Instructional Delivery, Evidence of Student Learning, and the Classroom Environment. Participants can add additional comments and upload pictures of artifacts that support a response to a specific question in the digital platform.

Data collected during standards-based classroom walkthoughs is available to principals and district leaders through a customized dashboard that allows the data to be sorted by school, region, grade level, standard, or instructional resource. This allows leaders to consider the data in multiple ways when analyzing the alignment of instruction to grade-level Florida Standards.

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

The customized dashboard provides instant access to the data being collected during standards-based classroom walkthroughs, which are conducted monthly. Trends in data will be analyzed by district teams quarterly.

6. **As a separate attachment, please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has developed the plan along with: the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements, the district contact for Multi-Tiered Systems of Supports(MTSS), the district Management Information Systems (MIS) contact to ensure accurate data reporting, the district ELL contact, a school based principal and a teacher.**

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 Professional Learning Catalog pursuant to 6A-5.071 F.A.C.?**

   The Academic Chief Officer- William Mason Davis

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

   $300,000

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..**

   Please list the course numbers from your district Professional Learning Catalog which cover this training.

   1-100-47-00

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.**

JOB SUMMARY:

Improves K-12 language arts program through coaching, training and supporting school teachers and coaches.

ESSENTIAL FUNCTIONS:

1. Develops and delivers professional development for teachers in reading content and instructional strategies for the assigned grades and/or content area.
2. Works to develop an atmosphere of collaboration with team members, schools and administrators to contribute to the district's mission and strategic plan of meeting student needs in literacy.
3. Provides support to individual classroom teachers in curriculum implementation, reading and writing instruction content, use of instructional materials and strategies, use of data to improve instruction by implementing coaching cycle (pre-conference, model, co-teach, observe, debrief). Assists in prioritizing actions to ensure those impacting student achievement are accomplished first.
4. Assists schools with analysis of school, class, and student data, and develops appropriate instructional strategies. Assists in the interpretation of progress monitoring data, including how to adjust instruction to better meet the needs of students based upon data results.
5. Supports Lesson Study at schools by providing reading content expertise.
6. Conducts model reading lessons, co-teaches, observes, and provides specific feedback to classroom teachers on instruction and/or management.
7. Leads the development and facilitation of professional learning communities.
8. Develops and/or revises training syllabi and curriculum guides. Provides training follow through and support using implementation rubrics. Participates in evaluation and selection of instructional materials, equipment, and supplies appropriate for district standards-based reading curriculum.
9. Inputs weekly schedule and weekly reports into the DCPS electronic system.
10. Performs other duties as assigned.

MINIMUM QUALIFICATIONS:

Education: Bachelor's degree from an accredited college or university. Master's degree preferred.

Experience: Five (5) years successful elementary and/or secondary classroom reading teaching experience. Experience conducting professional development.

Certifications & Licenses: Florida Department of Education Certification.

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

   District Reading Specialists serve all schools that are not identified for turnaround supports, as turnaround schools have additional teams in place to provide intensive supports. While all remaining schools receive support from District Reading Specialists, those with lower levels of proficiency or higher numbers of novice teachers will be prioritized for higher time allocations.

3. **Were these schools identified to have the greatest need based on a review of student achievement data? If not, please explain why reading/literacy coaches were placed at these schools.**

   Yes, we utilize FSA, i-Ready, and Achieve 3000 data to prioritize schools with greater needs.

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

   a. **Elementary:**2
   b. **Middle:**2
   c. **High:**2

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

   The effectiveness of the reading/literacy coach is measured by student proficiency data and learning gains along with observational data and the CAST evaluation.

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

   $528,000

<u>Supports for Identification and Intervention of Students with Reading Deficiencies</u>

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 <u>funded through the Research-Based Reading Instruction Allocation</u>?**

   None

2. **Were these schools identified to have the greatest need based on a review of the students achievement data? If not, please explain why reading intervention teachers were placed at these schools.**

   N/A

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

   a. **Elementary:** 0
   b. **Middle:** 0
   c. **High:** 0

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

   0

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.:**

   Ready Reading LAFS, Reading Mastery, Corrective Reading, Saxon Phonics, Achieve 3000, Leveled Literacy Intervention, i-Ready blended learning platform and instructional toolkit.

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

   $3,683,600

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.**

   Some are; however, we also use Title I, Instructional Materials, and SAI funds.

Summer Reading Camps

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:**Robyn Cooper

2. **Email Address:**cooperr@duvalschools.org

3. **Phone Number:**904-348-5305

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

   a. Ortega ES
   b. Twin Lakes ES
   c. Chaffee Trail ES
   d. Oceanway ES
   e. Long Branch ES
   f. GW Carver ES
   g. Don Brewer ES
   h. Cedar Hills ES
   i. Chets Creek ES

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

   a. **Start Date:**June 17, 2019
   b. **Which days of the week is SRC offered:**M, T, W, TH, F
   c. **Number of instructional hours per day in reading:**4
   d. **End Date:**July 26, 2019
   e. **Total number of instructional hours of reading:**116

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?**

   15:1

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

   Other students will be served by ESOL Summer Maintenance Program (K-12), Extended School Year (PreK-Age 21), and Summer VPK (Pre-K).

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

   The i-Ready and NWEA MAP diagnostic assessments will be administered during third grade reading camp. Students will also complete portfolio assessments demonstrating mastery of Florida standards.

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	$600,000
District expenditures on reading coaches	$528,000 district specialists
District expenditures on intervention teachers	0
District expenditures on supplemental materials or interventions	$3,683,600
District expenditures on professional development	$300,000
District expenditures on summer reading camps	$550,000
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	0- Embedded in school day
Flexible Categorical Spending	0
Sum of Expenditures	$5,661,600
Amount of district research-based reading instruction allocation for 2019-2020	$5,661,600

K-12 Reading Plan Review

June 4, 2019

Sign In

Name (please print)	School/Department & Role (please print)	Signature
Kassandra Kieffer	Atlantic Coast HS Reading Coach	
Ronaldo Crespo	(DAT) Data & Assessment Team	
Brandi McKinsey	teacher	
Leigh Farrington	Asst. Princ.	
INGRID CARIAS	- Director ESOL	
Fallon Rothenberg	ELA Specialist 6-12	
Desiree Bolton	ELA Specialist K-5	
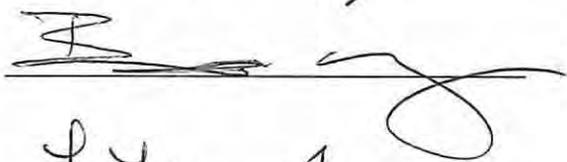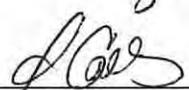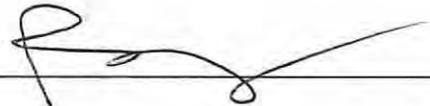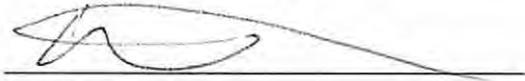
Name (please print)	School/Department & Role (please print)	Signature
MATT CAMPESE	Ex Dir OSI	*(signature)*
Gail W Roberts	ESE Ex Dir	*(signature)*
Cheryl Quarles-Gaston	Lone Star Elem. Principal	*(signature)*
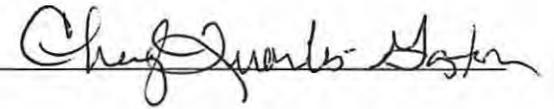
Identification of Students with Reading Deficiencies and Intervention Supports

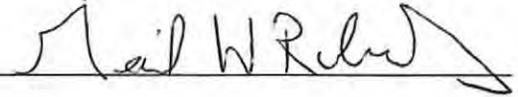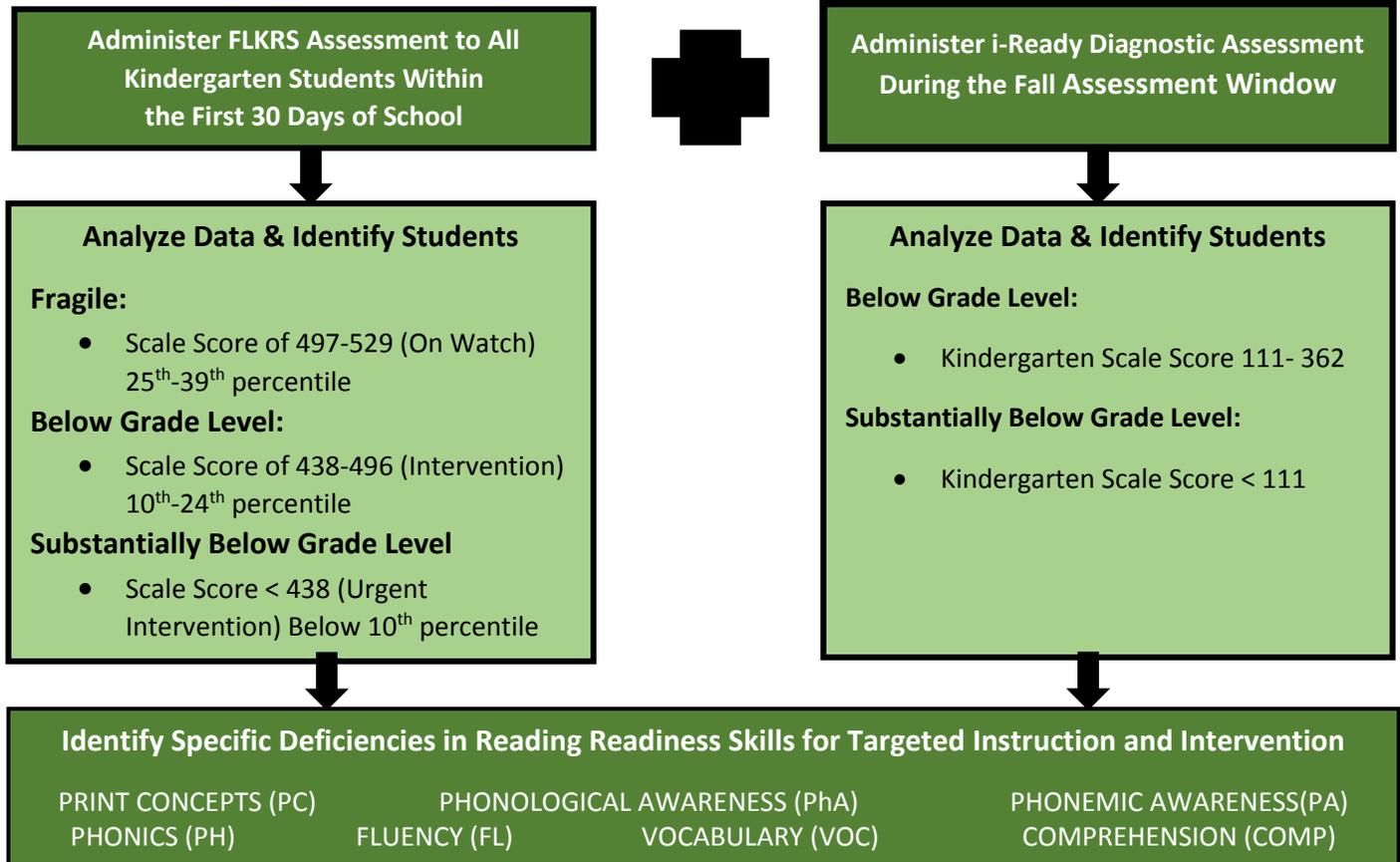In this section districts will describe how they identify students with substantial reading deficiencies and provide them with required interventions. Districts will create three Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring, 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 identify students for intervention. For each grade level on each chart, districts must include a description of which students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component; 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;

Duval County Public Schools 2019-20
Identification/Intervention Decision Trees

Grade Level: Kindergarten

Administer FLKRS Assessment to All Kindergarten Students Within the First 30 Days of School

Administer i-Ready Diagnostic Assessment During the Fall Assessment Window

Analyze Data & Identify Students

Fragile:
- Scale Score of 497-529 (On Watch) 25th-39th percentile

Below Grade Level:
- Scale Score of 438-496 (Intervention) 10th-24th percentile

Substantially Below Grade Level
- Scale Score < 438 (Urgent Intervention) Below 10th percentile

Analyze Data & Identify Students

Below Grade Level:
- Kindergarten Scale Score 111- 362

Substantially Below Grade Level:
- Kindergarten Scale Score < 111

Identify Specific Deficiencies in Reading Readiness Skills for Targeted Instruction and Intervention

PRINT CONCEPTS (PC)   PHONOLOGICAL AWARENESS (PhA)   PHONEMIC AWARENESS(PA)
PHONICS (PH)   FLUENCY (FL)   VOCABULARY (VOC)   COMPREHENSION (COMP)

DELIVER APPROPRIATE INSTRUCTION AND INTERVENTION ALIGNED TO STUDENTS' DATA

Fragile
- Whole Group instruction w/in 90-minute reading block.
- Targeted small group instruction daily. (PC, PhA, PA, PH, FL, VOC, COMP)
- I-Ready individualized lessons- 45 minutes per week. All domains. (Tier II)
- Some students may require more intensive intervention in addition to the 90-minute reading block if progress is not evident. (Tier III)
- Monitor student's progress in i-Ready and through classroom assessments.

Below Grade Level
- Whole Group instruction w/in 90-minute reading block.
- Targeted small group instruction daily. (PC, PhA, PA, PH, FL, VOC, COMP)
- I-Ready individualized lessons- 45 minutes per week. **May be domain-specific for 6-8 weeks.** (Tier II)
- Some students may require more intensive intervention in addition to the 90-minute reading block if progress is not evident. (Tier III)
- **Student progress monitored through i-Ready Growth Monitoring assessments and weekly intervention-specific assessments.**

Substantially Below Grade Level
- **PMP developed w/ parent notification regarding reading deficiency and plan for intervention by October 1.** (determined by FLKRS and i-Ready).
- Whole Group instruction w/in 90-minute reading block.
- Targeted small group instruction daily. **Maximum group size of 4.** (PC, PhA, PA, PH, FL, VOC, COMP)
- I-Ready individualized lessons- 45 minutes per week. May be domain-specific for 6-8 weeks. (Tier II)
- **Immediate intensive intervention in addition to the 90-minute reading block. (Tier III)**
- Student progress monitored through i-Ready Growth Monitoring assessments and weekly intervention-specific assessments.

Students who do not show progress after 6-8 weeks of intensive reading intervention delivered with fidelity will be referred to the school's problem-solving team. All contributing factors and available data will be analyzed to develop a new intervention plan for the student that differs in dosage, intensity, instructional approach and/or resource.

Grade Levels: 1ˢᵗ & 2ⁿᵈ

Administer i-Ready Diagnostic Assessment During the Fall Assessment Window

Analyze Data & Identify Students

Below Grade Level:

- 1ˢᵗ grade- Scale Score 201-434
- 2ⁿᵈ grade- Scale Score 301-489

Substantially Below Grade Level:

- 1ˢᵗ grade- Scale Score < 201
- 2ⁿᵈ grade- Scale Score < 301

Identify Specific Deficiencies in Reading Readiness Skills for Targeted Instruction and Intervention

PHONEMIC AWARENESS(PA)   PHONICS (PH)   FLUENCY (FL)
VOCABULARY (VOC)   COMPREHENSION (COMP)

DELIVER APPROPRIATE INSTRUCTION AND INTERVENTION ALIGNED TO STUDENTS' DATA

Below Grade Level	Substantially Below Grade Level
- Whole Group instruction w/in 90-minute reading block. - Targeted small group instruction daily. (PA, PH, FL, VOC, COMP) - I-Ready individualized lessons- 45 minutes per week. May be domain-specific for 6-8 weeks. (Tier II) - Some students may require more intensive intervention in addition to the 90-minute reading block if progress is not evident. (Tier III) - Student progress monitored through i-Ready Growth Monitoring assessments and weekly intervention-specific assessments.	**PMP developed w/ parent notification regarding reading deficiency and plan for intervention by October 1**. (determined by i-Ready). - Whole Group instruction w/in 90-minute reading block. - Targeted small group instruction daily. **Maximum group size of 4.** (PA, PH, FL, VOC, COMP) - I-Ready individualized lessons- 45 minutes per week. May be domain-specific for 6-8 weeks. (Tier II) **Immediate intensive intervention in addition to the 90-minute reading block. (Tier III)** - Student progress monitored through i-Ready Growth Monitoring assessments and weekly intervention-specific assessments.

Students who do not show progress after 6-8 weeks of intensive reading intervention delivered with fidelity will be referred to the school's problem-solving team. All contributing factors and available data will be analyzed to develop a new intervention plan for the student that differs in dosage, intensity, instructional approach and/or resource.

Grade Levels: 3rd, 4th, & 5th

Review FSA ELA Scores from Spring 2019

Identify Students

Below Grade Level:
- 4th & 5th – FSA Level 2

Substantially Below Grade Level:
- Retained 3rd & GCE promoted 4th graders
- 4th & 5th – FSA Level 1

Administer i-Ready Diagnostic Assessment During the Fall Assessment Window

Analyze Data & Identify Students

Below Grade Level:
- 3rd grade- Scale Score 420-511
- 4th grade- Scale Score 450-557
- 5th grade- Scale Score 480-581

Substantially Below Grade Level:
- 3rd grade- Scale Score < 420
- 4th grade- Scale Score < 450
- 5th grade- Scale Score < 480

Administer Achieve 3000 Diagnostic Assessment During the Fall Assessment Window

Analyze Data & Identify Students

Below Grade Level (10th 24th PCTL):
- 3rd grade- 160L-360L
- 4th grade- 295L-470L
- 5th grade- 430L-610L

Substantially Below Grade Level (< 10th PCTL):
- 3rd grade- < 160L
- 4th grade- < 295L
- 5th grade- < 430L

Identify Specific Deficiencies in Reading Readiness Skills for Targeted Instruction and Intervention

PHONEMIC AWARENESS(PA) PHONICS (PH) FLUENCY (FL)
VOCABULARY (VOC) COMPREHENSION (COMP)

DELIVER APPROPRIATE INSTRUCTION AND INTERVENTION ALIGNED TO STUDENTS' DATA
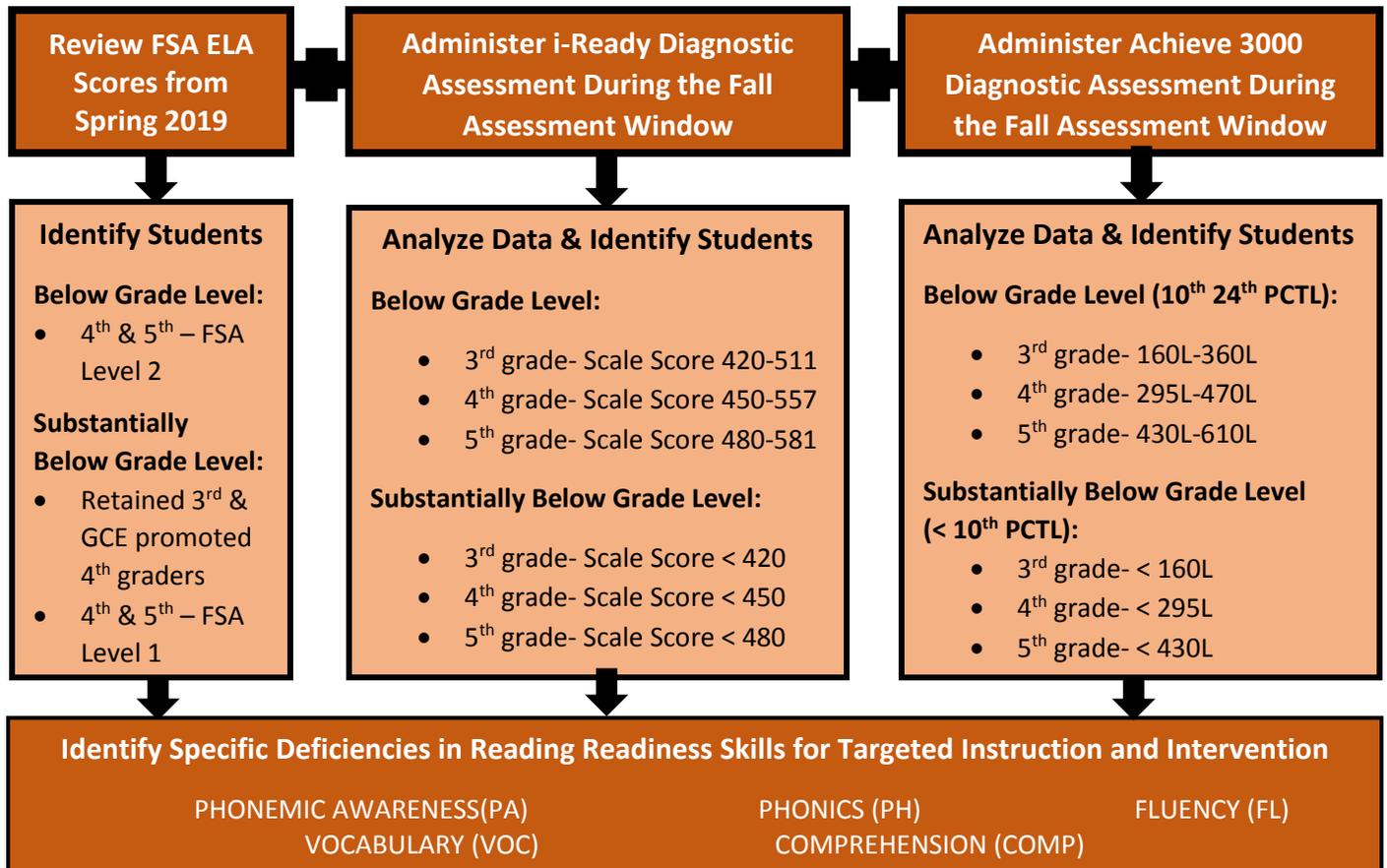
Below Grade Level

- Whole Group instruction w/in 90-minute reading block.
- Targeted small group instruction daily. (PA, PH, FL, VOC, COMP)
- I-Ready individualized lessons- 45 minutes per week. May be domain-specific for 6-8 weeks. (Tier II)
- Some students may require more intensive intervention in addition to the 90-minute reading block if progress is not evident. (Tier III)
- Student progress monitored through i-Ready Growth Monitoring assessments and weekly intervention-specific assessments.

Substantially Below Grade Level

- **PMP developed w/ parent notification regarding reading deficiency and plan for intervention by October 1.** (determined by i-Ready, Achieve 300, & FSA).
- Whole Group instruction w/in 90-minute reading block.
- Targeted small group instruction daily. **Maximum group size of 4.** (PA, PH, FL, VOC, COMP)
- I-Ready individualized lessons- 45 minutes per week. May be domain-specific for 6-8 weeks. (Tier II)
- **Immediate intensive intervention in addition to the 90-minute reading block. (Tier III)**
- Student progress monitored through i-Ready Growth Monitoring assessments and weekly intervention-specific assessments.

Students who do not show progress after 6-8 weeks of intensive reading intervention delivered with fidelity will be referred to the school's problem-solving team. All contributing factors and available data will be analyzed to develop a new intervention plan for the student that differs in dosage, intensity, instructional approach and/or resource.

Tier 3 Interventions for K-5
Reading Mastery Signature Edition
Corrective Reading
Leveled Literacy Interventions (LLI)
Barton Reading and Spelling System

Grade Levels: 6th, 7th, & 8th

Review FSA ELA Scores from Spring 2019
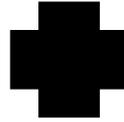
Review Achieve 3000 Diagnostic Assessment Administered during the 2019 Spring Assessment Window

Identify Students

Below Grade Level:

- FSA Level 2 + Far Below category on Spring 2019 Achieve 3000 LevelSet

Substantially Below Grade Level:

- FSA Level 1

Identify Students

Below Grade Level:

- 6th grade- 555L-670L
- 7th grade- 625L-765L
- 8th grade- 680L-800L

Substantially Below Grade:

- 6th grade- <555L
- 7th grade- < 625L
- 8th grade- < 680L

Administer Corrective Reading Diagnostic Placement Test to Determine Placement in Appropriate Intensive Reading Class

DELIVER APPROPRIATE INSTRUCTION AND INTERVENTION ALIGNED TO STUDENTS' DATA

Below Grade Level

- Place student in Intensive Reading course taught by a Reading Certified teacher to provide intensive instruction in decoding, fluency, vocabulary, and comprehension.
- Minimum 45-minute period each day.
- Additional intensive intervention will be provided via small-group push-in or pull-out support based on students' needs.
- Student progress monitored through Achieve 3000 monthly adjustments and Corrective Reading progress monitoring assessments.

Substantially Below Grade Level

- **PMP developed w/ parent notification regarding reading deficiency and plan for intervention by October 1**. (determined by Achieve 3000 & FSA).
- Place student in Intensive Reading course taught by a Reading Endorsed or Reading Certified teacher to provide intensive instruction in decoding, fluency, vocabulary, and comprehension.
- Minimum 45-minute period each day.
- Additional intensive intervention will be provided via small-group push-in or pull-out support based on students' needs.
- Student progress monitored through Achieve 3000 monthly adjustments and Corrective Reading progress monitoring assessments.

Students who do not show progress after 6-8 weeks of intensive reading intervention delivered with fidelity will be referred to the school's problem-solving team. All contributing factors and available data will be analyzed to develop a new intervention plan for the student that differs in dosage, intensity, instructional approach and/or resource.

Grade Levels: 9ᵗʰ & 10ᵗʰ

Review FSA ELA Scores from Spring 2019

Review Achieve 3000 Diagnostic Assessment Administered during the 2019 Spring Assessment Window

Identify Students

Below Grade Level:
- FSA Level 2 + Far Below category on Spring 2019 Achieve 3000 LevelSet

Substantially Below Grade Level:
- FSA Level 1

Identify Students

Below Grade Level:
- 9ᵗʰ grade- 790L-1009L
- 10ᵗʰ grade- 850L-1049L

Substantially Below Grade:
- 9ᵗʰ grade- < 790L
- 10ᵗʰ grade- < 850L

Administer FAIR-FS Screening Tasks to assess student's Word Recognition (WR), Vocabulary Knowledge (VK), and Reading Comprehension (RC)

DELIVER APPROPRIATE INSTRUCTION AND INTERVENTION ALIGNED TO STUDENTS' DATA

Below Grade Level

- Place student in Intensive Reading course taught by a Reading Endorsed or Reading Certified teacher to provide intensive instruction in decoding, fluency, vocabulary, and comprehension.
- 90-minute period double-blocked with ELA and scheduled on opposite days.
- Rotational model for differentiated instruction via small group daily.
- Student progress monitored through common assessments, FAIR-FS, and Achieve 3000 monthly adjustments.
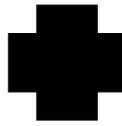
Substantially Below Grade Level

- **PMP developed w/ parent notification regarding reading deficiency and plan for intervention by October 1**. (determined by Achieve 3000 & FSA).
- Place student in Intensive Reading taught by a Reading Endorsed or Reading Certified teacher to provide intensive instruction in decoding, fluency, vocabulary, and comprehension.
- 90-minute period double-blocked with ELA and scheduled on opposite days.
- Rotational model for differentiated instruction via small group daily.
- Student progress monitored through common assessments, FAIR-FS, and Achieve 3000 monthly adjustments

Students who do not show progress after 6-8 weeks of intensive reading intervention delivered with fidelity will be referred to the school's problem-solving team. All contributing factors and available data will be analyzed to develop a new intervention plan for the student that differs in dosage, intensity, instructional approach and/or resource.

Grade Levels: 11th & 12th

Review FSA ELA Scores from Spring 2019

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Review ACT, SAT, or PERT Scores

Identify Students

Below Grade Level:
- FSA Level 2 + Far Below category on Spring 2019 Achieve 3000 LevelSet

Substantially Below Grade Level:
- FSA Level 1

Identify Students

Below Grade Level:
- ACT- 13-18
- SAT- 340-420

Substantially Below Grade:
- ACT $\leq$ 12
- SAT $\leq$ 330
- PERT $\leq$ 105 (12th grade only)

Administer FAIR-FS Screening Tasks to assess student's Word Recognition (WR), Vocabulary Knowledge (VK), and Reading Comprehension (RC)

DELIVER APPROPRIATE INSTRUCTION AND INTERVENTION ALIGNED TO STUDENTS' DATA

Below Grade Level

- Place student in Intensive Reading course taught by a Reading Endorsed or Reading Certified teacher to provide intensive instruction in decoding, fluency, vocabulary, and comprehension.
- 90-minute period double-blocked with ELA and scheduled on opposite days.
- Rotational model for differentiated instruction via small group daily.
- Student progress monitored through common assessments, FAIR-FS, and Achieve 3000 monthly adjustments.

Substantially Below Grade Level

- **PMP developed w/ parent notification regarding reading deficiency and plan for intervention by October 1.** (determined by FSA, Achieve, ACT, SAT, or PERT).
- Place student in Intensive Reading taught by a Reading Endorsed or Reading Certified teacher to provide intensive instruction in decoding, fluency, vocabulary, and comprehension.
- 90-minute period double-blocked with ELA and scheduled on opposite days.
- Rotational model for differentiated instruction via small group daily.
- Student progress monitored through common assessments, FAIR-FS, and Achieve 3000 monthly adjustments

Students who do not show progress after 6-8 weeks of intensive reading intervention delivered with fidelity will be referred to the school's problem-solving team. All contributing factors and available data will be analyzed to develop a new intervention plan for the student that differs in dosage, intensity, instructional approach and/or resource.

DCPS ESOL K-2 Instructional Decision Tree

ELP 1.0-6.0

Student **meets** or **exceeds** grade level expectations.

Incorporate Florida adopted WIDA English Language Development standards within the literacy block instructional framework.

Student is **significantly below** grade level expectations.

ELLs with L1 proficiency will receive native language support

Overall ELP levels are determined by WIDA ACCESS results. A student's individual performance in each language domain provides a more comprehensive and realistic profile than that from the single overall score.

ELP 1.0-2.5

Administer FLKRS
Assessment to All Kindergarten Students Within the First 30 Days of School + Administer i-Ready Diagnostic Assessments

Grades 1-2

Administer i-Ready Diagnostic Assessment During the Fall Assessment Window

Targeted Small Group Instruction Daily:
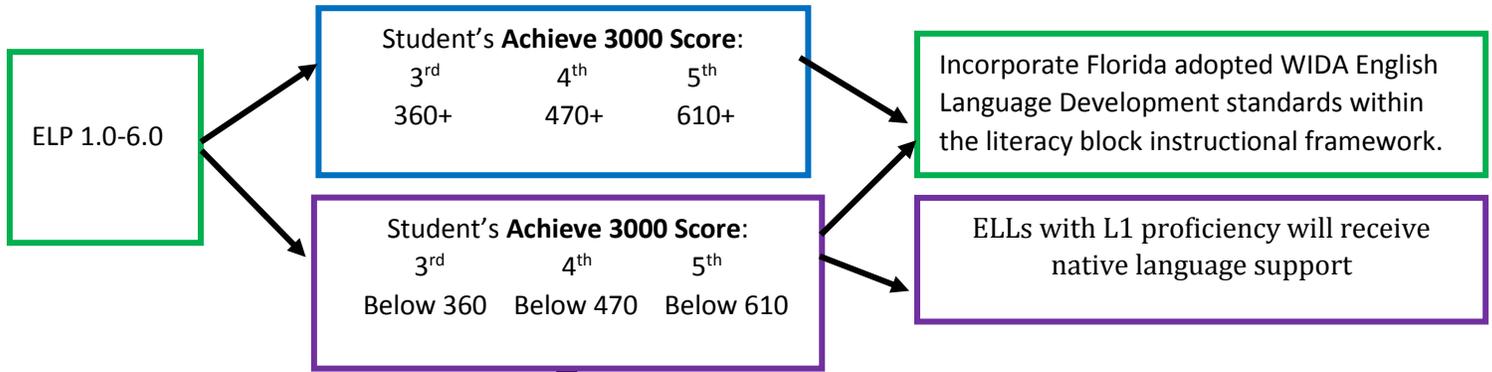-Focused English Language Development (ELD): Listening, Speaking, Reading Writing
- Identify specific deficiencies: PC, PhA, PA, PH, FL, VOC, COMP
-Guided Reading
-Targeted small group instruction daily. Maximum group size of 4.
- Monitor student's progress in i-Ready and through classroom assessments with a focus on ELD
--Utilize Imagine Learning program for blended learning

ELP 2.5-6.0

Administer FLKRS
Assessment to All Kindergarten Students Within the First 30 Days of School

Grades 1-2

Administer i-Ready Diagnostic Assessment During the Fall Assessment Window

Targeted Small Group Instruction Daily:
-Focused English Language Development (ELD): Listening, Speaking, Reading, Writing
- Identify specific deficiencies: PC, PhA, PA, PH, FL, VOC, COMP)
-Guided Reading
-Monitor student's progress in i-Ready and through classroom assessments with a focus on ELD
-Utilize i-Ready program for blended learning.

For

Kindergarten: *Identify Specific Deficiencies in Reading Readiness Skills for Targeted Instruction and Intervention in addition to the ELD:*
PRINT CONCEPTS (PC) PHONOLOGICAL AWARENESS (PhA) PHONEMIC AWARENESS(PA) PHONICS (PH) FLUENCY (FL) VOCABULARY (VOC)
COMPREHENSION (COMP) **For Grades 1-2:** *Identify Specific Deficiencies in Reading Readiness Skills for Targeted Instruction and*
Intervention in addition to the ELD: PHONEMIC AWARENESS(PA) PHONICS (PH) FLUENCY (FL) VOCABULARY (VOC) COMPREHENSION
(COMP) **ELLs who have participated in the ESOL program for less than two years are not to be included in the PMP process.

**All ELLs must participate in iReady and Achieve baseline, mid, and post assessments.

Duval County Public Schools 2019-20
Identification/Intervention Decision Trees

ELP 1.0-6.0

Student's **Achieve 3000 Score**:
3rd	4th	5th
360+	470+	610+

Student's **Achieve 3000 Score**:
3rd	4th	5th
Below 360	Below 470	Below 610

Incorporate Florida adopted WIDA English Language Development standards within the literacy block instructional framework.

ELLs with L1 proficiency will receive native language support

Overall ELP levels are determined by WIDA ACCESS results. A student's individual performance in each language domain provides a more comprehensive and realistic profile than that from the single overall score.
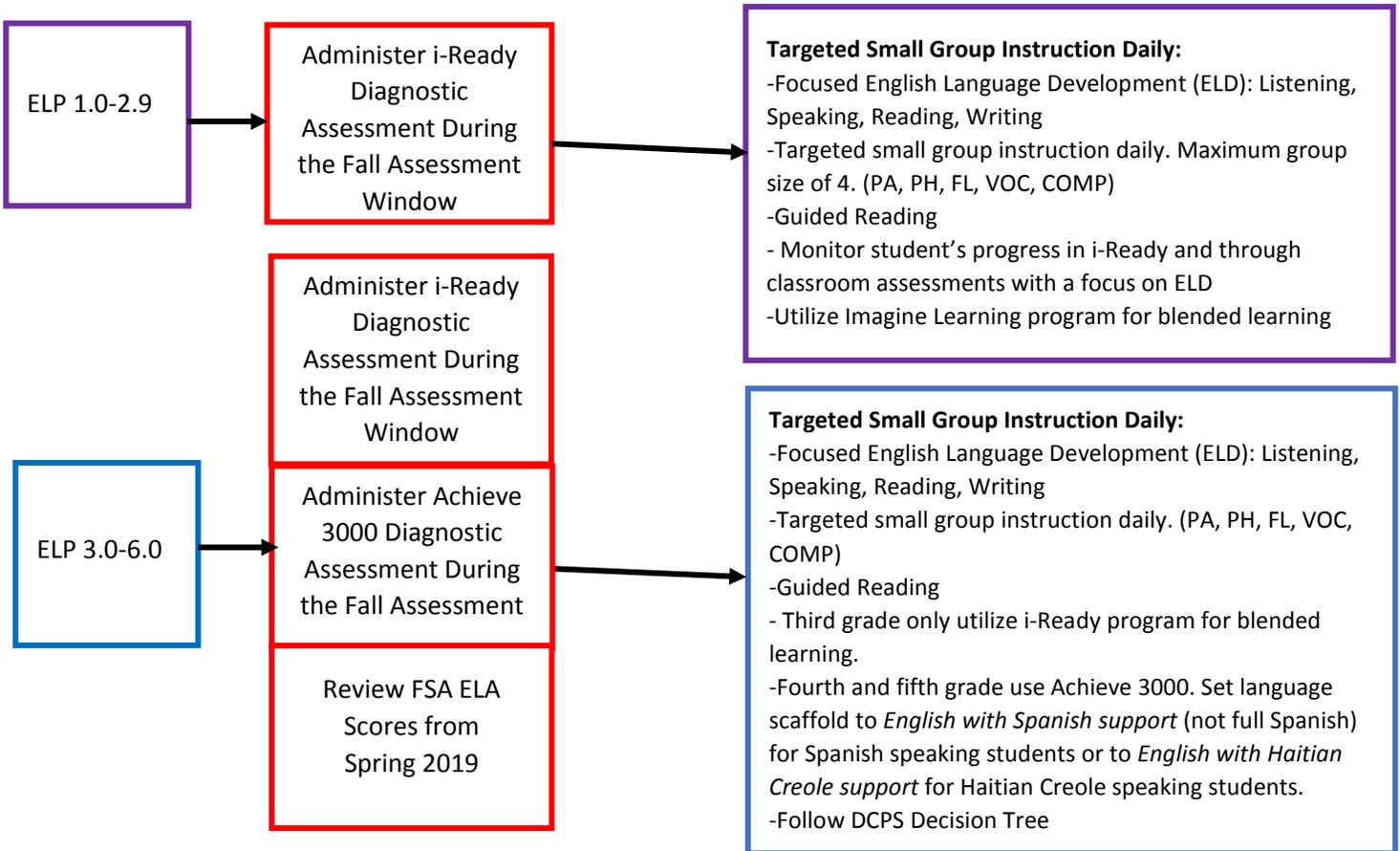
ELP 1.0-2.9

Administer i-Ready Diagnostic Assessment During the Fall Assessment Window

Targeted Small Group Instruction Daily:
-Focused English Language Development (ELD): Listening, Speaking, Reading, Writing
-Targeted small group instruction daily. Maximum group size of 4. (PA, PH, FL, VOC, COMP)
-Guided Reading
- Monitor student's progress in i-Ready and through classroom assessments with a focus on ELD
-Utilize Imagine Learning program for blended learning

Administer i-Ready Diagnostic Assessment During the Fall Assessment Window

ELP 3.0-6.0

Administer Achieve 3000 Diagnostic Assessment During the Fall Assessment

Review FSA ELA Scores from Spring 2019

Targeted Small Group Instruction Daily:
-Focused English Language Development (ELD): Listening, Speaking, Reading, Writing
-Targeted small group instruction daily. (PA, PH, FL, VOC, COMP)
-Guided Reading
- Third grade only utilize i-Ready program for blended learning.
-Fourth and fifth grade use Achieve 3000. Set language scaffold to *English with Spanish support* (not full Spanish) for Spanish speaking students or to *English with Haitian Creole support* for Haitian Creole speaking students.
-Follow DCPS Decision Tree

Identify Specific Deficiencies in Reading Readiness Skills for Targeted Instruction and Intervention in addition to the ELD:
PHONEMIC AWARENESS(PA) PHONICS (PH) FLUENCY (FL) VOCABULARY (VOC) COMPREHENSION (COMP)

**ELLs who have participated in the ESOL program for less than two years are not to be included in the PMP process. ** All ELLs must participate in i-Ready and Achieve baseline, mid, and post assessments.

2019-2020 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 2019-2020 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.

<u>**Section 1: Contact Information**</u>

1. **District name:** Duval County
2. **Contact name for schools covered on this plan:** Brandie Berry
3. **Contact phone number:** 904-348-7857
4. **Contact email:** berryb@duvalschools.org
5. **Schools covered by this plan:** All DCPS L300

<u>**Section 2: Length of School Day**</u>

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:** 8:30
2. **School dismal time:** 3:00
3. **Total number of instructional minutes per day:** 380
4. **Minutes per day of reading instruction (must be at least 150):** 150

<u>**Section 3. Instructional Design**</u>

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.**

   All students participate in the additional hour of reading instruction because it is embedded during the school day. For students who earned a level 4 or 5 on the statewide standardized English Language Arts assessment, enrichment activities are provided through novel studies, project-based learning, and blended learning platforms Achieve and i-Ready. Small group instruction for these students is determined through data collection and analysis in order to meet their individual need.

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.**

   In schools classified in the Lowest 300, Academic Services and Human Resources collaborate to ensure the teachers planning and delivering reading instruction have demonstrated effectiveness in teaching reading. VAM and district growth scores are used to determine effective and highly effective teachers in this area. Our internal data system compares each teacher's VAM/growth, progress monitoring assessments, grade distribution, and attendance data with other teachers in their subject area at the district, region, school, and grade level. The system also compares how the teacher's students at each level (1, 2, 3, 4, 5) performed based on the same criteria mention above.

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.**

   The additional hour is embedded during the school day for all students in the Lowest 300 in grades K-5. The district uses small group instruction combined with push-in and pull-out methods of remedial activities for students. Each student's data (state, district, and progress monitoring) is analyzed to determine the most effective method of delivering the remediation to meet each student's need. At minimum each student receives 75-90 minutes of remedial activities each day using either i-Ready, Achieve3000, Barton Reading & Spelling, or SRA Corrective Reading.

   While each of these resources was available at some schools across the district in 2018-19, access to materials and training was inconsistent and prevented high levels of fidelity in implementation. We are taking a much more strategic and comprehensive approach to intervention in the 2019-20 school year. All Title 1 schools will use SRA Corrective Reading as a Tier III intervention in grades 3-5 for all students exhibiting a reading deficiency. This is a much broader use than the small group of schools that had access to Corrective Reading in 2018-19. Teachers and principals are receiving training and ongoing coaching and support from Corrective Reading trainers. These schools will have i-Ready, Achieve 3000, and LLI available for Tier II interventions. Students in non-Title I schools will primarily use LLI for Tier III intervention, with training provided for this resource as well. We anticipate that an increase in fidelity with these programs will translate to increased achievement for students.

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.**

Students are assessed using multiple diagnostic assessments based on their performance. Achieve3000 and i-Ready provide baseline diagnostic data and Lexile Level. Based on their initial diagnostic data, a student could move to Barton Reading and Spelling or SRA Corrective Reading, both with their own diagnostic assessment that identifies where to begin instruction. The intervention/enrichment activity is determined by each student's score on a particular diagnostic. Once the area of remediation is diagnosed, a prescriptive plan that includes progress monitoring is developed to assist each student in meeting his or her full potential and mastering grade level work.

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

Students receive instruction that is explicit, intensive, consistent, and interactive in the reading components identified as deficient in their diagnostic data, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Daily lessons provide opportunities for practice, error correction, and feedback through informal assessments that include group responses, individual turns, independent work assignments, cumulative review activities, and blended learning platforms. When errors happen, correction and additional practice occur immediately until the student can perform the task correctly and independently. Progress monitoring occurs frequently to ensure students can apply their learning before moving on to new lessons and standards. Teachers and school leaders monitor students' progress and adjust plans and instruction accordingly.

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.**

All literacy lessons are interdisciplinary. Science and social studies are embedded throughout with text selections, writing prompts, and project based learning. Mathematics is included in text selections and project based learning. These are in lesson plans embedded in the curriculum guides. Achieve3000 articles and activities, University of South Florida's Florida History resources, and our core curriculum selections are examples of how the district integrates content areas into instruction.