

Hamilton 2018-19 K-12 Comprehensive Research-Based Reading Plan

Contact Information

The district contact should be the person ultimately responsible for the plan. This person will be FDOE’s contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district.

District Contact: Rex L. Mitchell

Contact Email: rex.mitchell@hamiltonfl.com

Contact Telephone: 386-792-7802

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.

- 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	26	45	26	49	32	30	32

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	33	39	36	46	48	53	59

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	21	26	26	24	25	22	14
White/Hispanic	12	13	17	12	15	11	8
Economically Disadvantaged/Non-Economically Disadvantaged	12	24	17	22	21	20	8
Students with Disabilities/Students without Disabilities	21	33	18	30	24	27	14
English Language Learners/ Non-English Language Learners	14	27	12	25	17	23	9

* 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.

Funds from this allocation will be used to provide additional support for our students in reading. The funds will be used for Summer reading camp, reading coaches and professional development to foster higher student achievement in reading and to build teacher capacity implementing research based practices in reading.

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 Superintendent of Schools is acting as the district's Director of Instruction at this time due to a financial situation currently faced by the school district. He has extensive experience in education with 38 years of experience and 20+ years at the administrative level. He has served as the Assistant Superintendent of Teaching and Learning Services in the district for the last 6 years prior to his retirement in 2013. All data will come to the Superintendent who will share and review the data with the instructional team in the district.

B. What specific school-level progress monitoring data will be collected at the district level to determine that students are progressing toward the district goals stated above? Please specify which grade levels are associated with specific school-level progress monitoring tools discussed in this section.

The Renaissance Learning STAR 360 assessments will be administered in grades K-8 to effectively monitor student growth in reading. Performance Matters benchmark assessments will be implemented across all grade levels (K-12) to measure proficiency related to key standards within ELA as well as all other core and elective courses. i-Ready data is collected quarterly to assist with interpreting student growth. In grades 7 and 8, Reading Plus is used with all students on a diagnostic basis with assessments given quarterly to assess student growth particularly in fluency and comprehension. Diagnostic reports from these assessments will assist in identifying areas below proficiency and will guide instructional planning at each school site.

Elementary: Kindergarten will be first assessed with STAR Early Literacy through FLKRS within the first 30 days of school. Kindergarten will continue to be monitored throughout the school year with Early Literacy and will be assessed in the months of October, December, February and May. Grades 1st -5th will be assessed with STAR 360 and i-Ready. Baseline data will be collected in August with progress monitoring in the months of October, December, February and May.

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

All assessments will be administered on a quarterly basis and reviewed monthly by the district curriculum team for presentation to the school board at the monthly meeting.

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

The Superintendent of Schools is acting as the district's Director of Instruction at this time due to a financial situation currently faced by the school district. He has extensive experience in education with 38 years of experience and 20+ years at the administrative level. He has served as the Assistant Superintendent of Teaching and Learning Services in the district for the last 6 years prior to his retirement in 2013. All data will come to the Superintendent who will share and review the data with the instructional team in the district and make appropriate changes to the curriculum and strategies being used with these students.

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?

The Superintendent of Schools is acting as the district's Director of Instruction at this time due to a financial situation currently faced by the school district. He has extensive experience in education with 38 years of experience and 20+ years at the administrative level. He has served as the Assistant Superintendent of Teaching and Learning Services in the district for the last 6 years prior to his retirement in 2013. All data will come to the Superintendent who will share and review the data with the instructional team in the district and make appropriate changes to the curriculum and strategies being used with these students.

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

- * instructional focus calendars showing adequate time for standards based reading instruction
- * class schedule that depicts intervention grouping with additional time for intervention instruction with appropriate interventions for students with IEPs and 504 plans
- * use of supplemental reading materials included in lesson plans
- * use of complex texts with text-dependent questions (lesson plans)
- * collection and review of classroom walkthrough and observation data
- * collection and review of data from i-Ready, STAR 360, ELA FSA, Performance Matters Benchmark tests, Teengagement, and Reading Plus.
- * fidelity check list to monitor overall compliance with the school reading plan and reading intervention schedule
- * classroom observations of content and reading instruction, including ESOL and ESE

- Elementary: Evidence of classroom instruction aligned with grade-level Florida Standards will be collected by classroom walk-throughs, observations and ESE access points. Lesson plans will provide details of daily reading instruction and will be submitted to the Principal weekly. Curriculum maps which include the Florida Standards for ELA will be provided to teachers at the beginning of the school year

and include pacing and resources. Implementation of standard's based instruction as evidenced by lesson plans, anchor charts, posted student work with commentary, rigorous and challenging learning opportunities for all students to include acceleration and higher order thinking. Teachers will meet once a month in PLCs to discuss ELA grade-level standards, integration of disciplines and data information to include STAR 360, i-Ready, Performance Matters Benchmark assessments, and FSA ELA scores.

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

This data collection from formative assessments, walkthroughs and observations will be ongoing. Building level administrators will share data during monthly meetings with superintendent. Other summative data will be shared each nine weeks with an comprehensive instructional review in January.

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

A. Who at the district level will be responsible for ensuring that schools have access to informational text for each content areas in a variety of mediums?

The Superintendent of Schools is acting as the district's Director of Instruction at this time due to a financial situation currently faced by the school district. He has extensive experience in education with 38 years of experience and 20+ years at the administrative level. He has served as the Assistant Superintendent of Teaching and Learning Services in the district for the last 6 years prior to his retirement in 2013. All data will come to the Superintendent who will share and review the data with the instructional team in the district. Each walkthrough conducted will begin with an assessment of the materials being used in the classroom being visited. Lesson plans will be reviewed to find evidence of the various mediums being used by the teacher. The Superintendent will also be the person responsible for the purchase of the instructional materials for the district and will ensure that a variety of mediums are available to the students.

B. In addition to using texts from core, supplemental and intervention programs, what will the district do to ensure that schools have access to informational text for each content area in a variety of mediums?

A major component of the reading program at each school in the district is to provide classroom libraries that have quality literary and informational texts that focus on content areas and concepts and extend the foundational skills that are taught in the core reading program. Teachers will provide student access to these classroom libraries daily both during school and after school hours. Teachers will also provide the opportunity for students to check out books and reading material (both fiction and nonfiction) from the classroom libraries to take home and share with parents and/or guardians to encourage them to read with their child.

High interest, grade-appropriate supplemental texts that reflect the expectations set in Florida's Language Arts Florida State Standards (LAFS) are required reading in content areas for all students grades 7 – 12. The reading materials include news magazines, content-specific magazines, non-fiction, and literary texts. The use of

these materials is monitored through classroom observations, media center circulation records, student work samples, and student reading logs/interactive notebooks. Paired texts from sources such as ReadWorks, Reading Plus, Newsela, Teengagement, Performance Matters, CommonLit and Scholastic will be used to provide students opportunities to examine and analyze various accounts of the same topic told from different mediums. Content area teachers collaborate with ELA teachers to plan for units and lessons that use informational text in a variety of mediums.

Elementary: A major component of the reading program in the district is to provide classroom libraries that have quality literary and informational texts that focus on content areas. Teachers will use authentic literature to enhance reading instruction by integrating science, social studies and language arts and ensure that informational text is used for authentic purposes. The use of classroom libraries will enhance students' understanding of the integration of subjects and provide motivation to build background knowledge. Students will have access to text digitally since we are a 1:1 district with either iPads (K-2) or laptop computers (3rd-6th). Teachers and/or students have access to digital informational text through: Reading A-Z, Readworks.org, Scholastic Storyworks, i-Ready, EPIC, and Level Literacy Interventions.

7. In regard to Universal Design for Learning (UDL), please address the following:

A. Who at the district level will ensure that the all classroom instruction is accessible to the full range of learners using UDL principles?

The Superintendent of Schools is acting as the district's Director of Instruction at this time due to a financial situation currently faced by the school district. He has extensive experience in education with 38 years of experience and 20+ years at the administrative level. He has served as the Assistant Superintendent of Teaching and Learning Services in the district for the last 6 years prior to his retirement in 2013.

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)?

Schools will submit their master schedule at the beginning of the year in order for the superintendent to monitor that schools have a 90-minute reading/writing block at each elementary grade level and 50 minute classes in ELA with additional time as needed for reading. The administrator for reading at each school will monitor the instruction that is happening during the reading/writing block to ensure teachers are meeting the Florida Standards for ELA, access points, and ELD standards. Through the use of PLCs and planning, each teacher will demonstrate their knowledge and implementation of the principles of UDL. Teachers will understand that the purpose of UDL curricula is not simply to help students master a specific body of knowledge or a specific set of skills, but to help them master learning itself—in short, to become expert learners. Through lesson planning, lesson study, evaluation process and action research, the teachers will demonstrate their competence in planning lessons that are: a) strategic, skillful and goal directed; b) highly engaging, relevant and rigorous; c) purposeful and motivational to foster each range of learning. The expectation will be that teachers are designing curricula

using UDL principles that allows them to remove potential barriers that could prevent learners from being learners.

Teachers will be expected to have goals or learning expectations. These goals will represent the knowledge, concepts, and skills all students should master, and are aligned to standards. Teacher expectations will be articulated in a way that acknowledges learner variability and differentiates goals from means. Teachers will provide curricula that offer more options and alternatives—varied pathways, tools, strategies, and scaffolds for reaching mastery.

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

At the end of each month, the Principal or their designee at each school will meet with the school's leadership team to discuss the results of classroom walkthroughs to look for evidence of use of the UDL principles. The Principal or designee will meet with the Superintendent quarterly to discuss the findings of these meetings and discuss ways to increase or improve the application of the UDL principles in the classrooms.

- 8. As a separate attachment please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements and the district's 2018-2019 K-12 Comprehensive Research-Based Reading Plan, as well as documentation that the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district ELL contact to discuss alignment with their district ELL plan.**

See Appendix A.

Research-Based Reading Instruction Allocation

As per Section 1011.62(c), F.S., funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency

as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;

- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

The following sections will require districts to submit their budget for these expenditures and to answer questions regarding the implementation of the plan.

Professional Development

As per Section 1012.98, F.S. each school district shall develop a professional development system which must include a master plan for inservice activities for all district employees, from all fund sources. The *Just Read, Florida!* Office will review professional development related to reading instruction listed in this plan during monitoring. Please answer the following questions to assist with this process:

- 1. Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the district master inservice plan?**

The district Superintendent and professional development coordinator collaborate to ensure that PD provided through these funds are appropriately included in the district master inservice plan.

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

The salary for the Reading Coach who is paid through these funds would be the amount budgeted as these position provides ongoing job embedded professional development.

- 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 district Superintendent and professional development coordinator collaborate to ensure that PD provided through these funds are appropriately included in the district master inservice plan and that the training is provided to the reading coach, classroom teachers, and school administrators.

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

No. The funding used for this year will be through the UniSIG grant.

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.

Minimum 3 years successful teaching experience. Experience in presenting educational training programs with a demonstrated knowledge and practice of Language Arts and Reading. Reading certification and /or reading endorsement required. Knowledge of child growth and development and especially of characteristics of students/children in the age group assigned. Knowledge of prescribed curriculum. Basic understanding and knowledge of current technology. Knowledge of learning styles. Ability to use varied teaching methods. Knowledge of current trends, research and best practices related to education. Knowledge of School Board policies and practices as they relate to teaching. Ability to handle problems, concerns and emotional distress with sensitivity and tact. Ability to communicate orally and in writing with students, parents, and others. Ability to plan, establish priorities and implement activities for maximum effectiveness. Ability to assess levels of student achievement effectively, analyze test results, and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work with parents. Ability to work effectively with peers, administrators and others. Knowledge of Florida Educator Accomplished Practices and Teacher Competencies.

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

One. Hamilton County High School

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

Hamilton County High School has been a D level school for many years and was under the state turnaround direction. It has been the lower scoring school in ELA as compared to the district's new consolidated elementary school.

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

- Elementary: 0
- Middle: 0
- High: 1

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

By reviewing coaching logs, conducting observations, leadership team participation, teacher feedback, and student assessment data Performance Matters Benchmark Assessments, FSA results, reading program assessment results and college readiness assessments.

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

\$60,000

Supports for Identification and Intervention of Students With Reading Disabilities

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?**

Hamilton County High School has two reading teachers for grades 7 and 8 so that all middle grades students receive reading instruction in addition to their ELA class.

- 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.**

Yes. The high school is in the position of takeover by an EMO should the school not receive the required school grade to exit the turnaround process.

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

- a. Elementary:0
- b. Middle:2
- c. High:0

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

\$100,000

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.:

NA

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

\$18,307

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.

General Fund

Summer Reading Camps

Please complete the following questions regarding SRC.

- 1. **SRC Supervisor Name:** Peggy Hasty
- 2. **Email Address:** peggy.hasty@hamiltonfl.com
- 3. **Phone Number:** 386-792-8002
- 4. **Please list the schools which will host a SRC:**

Hamilton County Elementary School

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

- a. **Start Date:** June 18, 2018
- b. **Which days of the week is SRC offered:**M, T, W, Th
- c. **Number of instructional hours per day in reading:** 3.5
- d. **End Date:** July 26, 2018
- e. **Total number of instructional hours of reading:** 63

- 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.?**

If possible based on limited applicants.

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

1:15

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

Through a School of Hope grant a reading academy will also be provided to students in grades KG, 1, 2, 3 (level 2 and above), 4, and 5.

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

All students will be pretested and posttested using a standards based assessment tool.

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	Click here to enter text.
District expenditures on reading coaches	60,000
District expenditures on intervention teachers	100,000
District expenditures on supplemental materials or interventions	18,307
District expenditures on professional development	Click here to enter text.
District expenditures on summer reading camps	Click here to enter text.
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	Click here to enter text.
Flexible Categorical Spending	Click here to enter text.
Sum of Expenditures	178,307
Amount of district research-based reading instruction allocation for 2018-2019	178,307

APPENDIX A

Minutes of Reading Plan Meeting May 7, 2018

A meeting was held in the Superintendent's conference room on Monday, May 7th, to discuss the K-12 reading plan for the district. In the absence of Director of Instruction in the district due to a retirement, Rex Mitchell, Superintendent of Schools for Hamilton County, is serving in this role and is the person responsible for the district reading plan. A general discussion was held to determine which member of the instructional team would be responsible for completing the various sections of the plan upon completion of the discussion with the entire instructional team.

Reading data from the 2015 -16 school year through the 2016-17 school year was reviewed and a discussion held as to the variances between the various subgroups. Particular attention was placed on the results of the ELL and ESE students in the district. It was noted that the district had incorporated the HMH Journeys reading program in grades K – 2 during the 2017-18 school year. The reading portion of the ELL plan was reviewed to determine that the current plan would align with the remainder of the district reading plan. A discussion was held to identify various strategies that might be implemented to improve the performance of the students. Materials currently being used were also discussed. The same process was followed for the ESE (SPandP) plan.

A discussion was held concerning the achievement gap between the ELL and ESE students and the highest scoring subgroup (white) in the district. Both subgroups showed a decrease in the reading achievement gap. Attention will be given to the concern over the struggles being faced by many of the ELL students and how these could be addressed. Hamilton County Elementary School has increased the number of faculty and staff that are bilingual in English and Spanish that is having a positive effect on the students ability to master the English language.

The Third Grade Reading camp plan was discussed with input being given from the team members. This portion of the district reading plan was revised during the meeting and will be submitted to DOE for review. This year as a result of Hamilton County Elementary School receiving a School of Hope grant, reading instruction will be offered to all grade levels K – 5 during the summer in addition to the summer reading camp held for the designated third grade students. Once third grade FSA results are received, the students who scored level 1 on the third grade FSA will receive a letter giving information concerning the time, date, and location of the reading camp. Other students who have shown a deficiency in reading will also be invited to attend the summer reading academy.

The meeting concluded with a review of the online application and possible responses to be submitted. Rex Mitchell, the Superintendent who is also serving as the district's Director of Instruction, was selected to coordinate the submission of the reading plan. He will notify the instructional team when revisions to the plan are needed for resubmission to DOE.

District Reading Plan Meeting
Conference Room
May 7, 2018

- I. Review District K – 12 Reading Plan Format for 2018-19

- II. Review District Data for ESE / ELL for 2015-16 and 2016-17

- III. Review Achievement Gap for ESE / ELL for 2016-17

- IV. Discuss Reading Components of ELL Plan

- V. Discuss Reading Components for ESE Students (SP and P)

- VI. Ensure Alignment of K -12 Reading Plan with ELL Plan and ESE
SP and P

- VII. Summer Reading Camp Discussion

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;

**Chart DT1- Elementary (K-5) Identification/Intervention Decision Tree Using
Reading Assessment Data
Hamilton County 2018-2019**

Grade Level/ Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>Kindergarten Administer STAR Enterprise Early Literacy Assessments; Performance Matters Benchmark Exams; Florida Kindergarten Readiness Screener and i-Ready Assessments</p> <p>1st -2nd grades Administer STAR Enterprise Reading Assessments, Performance Matters Benchmark Exams & i-Ready Assessments</p>	Quarterly	<p><u>Kindergarten</u> Students receive a scale score at or above the 55 PR on the STAR Early Literacy Assessment; Students receive a scale score above of 480-800 on i-Ready.</p> <p><u>1st-2nd grades</u> Students receive a scale score at or above the 70 PR on the STAR Reading Assessment; Students receive a scale score of 537 – 800 on i-Ready in 1st grade and 561-800 in 2nd grade.</p>	<p>- Note passage level used for reading comprehension as well as the fluency and accuracy rate of the passage.</p> <p>- Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, oral language, phonics and fluency at the word and/or connected text level.</p>	<p>-Journey’s Reading Series</p> <p>- Classroom Libraries</p> <p>- Accelerated Reader Program</p> <p>- Leveled Readers</p> <p>-i-Ready</p> <p>-Reading A-Z Leveled Readers/RAZ kids</p> <p>-Moby Max</p>
		<p><u>Kindergarten</u> Students receive a scale score of 497-529 on FLKRS or receive a scale score between 40-54 PR on the STAR Early Literacy Assessment;</p>	<p>Use Comprehension, Vocabulary and Diagnostic scores (Spelling in Grade 2) to determine the level of daily differentiated intervention required for students</p> <ul style="list-style-type: none"> • Determine Phonemic Awareness/Phonics Level • Determine breakdown of explicit and implicit comprehension questions. 	<p>-Journey’s Reading Series</p> <p>-Supplemental Intervention Reading Program(s)</p> <p>-Daily small group differentiated intervention targeted to meet student’s instructional needs (Students will need intervention in addition to or an extension of the 120-minute reading block.)</p> <p>-Leveled Readers</p> <p>-Paired Reading</p> <p>-FCRR/Reading center activities</p>

	<p>Students receive a scale score of 362-479 on i-Ready.</p> <p><u>1st-2nd grades</u> Students receive a scale score between 50-69 PR on the STAR Reading Assessment; Students receive a scale score of 434-536 in 1st grade or 489-560 in 2nd grade on i-Ready.</p>		<ul style="list-style-type: none"> -Classroom Libraries -Reading A-Z leveled Readers/RAZ kids -i-Ready -Moby Max
	<p><u>Kindergarten</u> Students receive a scale score of 438-496 on FLKRS or receive a scale score between 20-39 PR on the STAR Early Literacy Assessment; Students receive a scale score of 231-361 on i-Ready.</p> <p><u>1st-2nd grades</u> Students receive a scale score between 25-49 PR on the STAR Reading Assessment; Students receive a scale score of 224-346 in 1st grade and 260-418 in 2nd grade on i-Ready.</p>	<p>Using the STAR Early Literacy/STAR Reading Diagnostic Report, analyze mastery scores on all Sub-Domains to determine deficit areas. Using the STAR Early Literacy Instructional Planning Student Report, determine specific skill areas that should be targeted through differentiated instruction.</p> <ul style="list-style-type: none"> • Determine Phonemic Awareness/Phonics Level • Determine breakdown of explicit and implicit comprehension questions. <p>Note: Students scoring in the Yellow Success Zone will need to receive intensified interventions (more time and smaller group size) in addition to or an extension of the 90-minute reading block.</p>	<ul style="list-style-type: none"> -Journey’s Reading Series -Supplemental Intervention Reading Program(s) -Daily small group differentiated intervention targeted to meet student’s instructional needs (Students will need intervention in addition to or an extension of the 120-minute reading block.) -Leveled Readers -Paired Reading -i-Ready -FCRR/reading activity centers -Classroom Libraries -SRA Reading Mastery Plus -Leveled Literacy Intervention -Reading A-Z leveled Readers -Reading A-Z leveled Readers/RAZ kids -Moby Max - Use the profile of scores to determine areas of strengths and weaknesses and target intervention with phonological awareness, letter-sound correspondence, vocabulary, and oral language

		<p><u>Kindergarten</u> Students receive a scale score of 437 and below on FLKRS or receive a scale score below 20 PR on the STAR Early Literacy Assessment; Students receive a scale score of 100-230 on i-Ready. These students will be identified as having a substantial reading deficiency.</p> <p><u>1st-2nd grades</u> Students receive a scale score below 25 PR on the STAR Reading Assessment; Students receive a scale score of 100-223 in 1st grade on i-Ready and 100-259 in 2nd grade. These students will be identified as having a substantial reading deficiency</p>	<p>Using the STAR Early Literacy/STAR Reading Diagnostic Report, analyze mastery scores on all Sub-Domains to determine deficit areas. Using the STAR Early Literacy Instructional Planning Student Report, determine specific skill areas that should be targeted through differentiated instruction and intensive intervention in reading instruction. Determine Phonemic Awareness/Phonics Level</p> <ul style="list-style-type: none"> • Determine breakdown of explicit and implicit comprehension questions <p>Provide more intensity</p> <ul style="list-style-type: none"> • Additional time • Smaller group size • More targeted instruction <p>Progress monitoring</p> <ul style="list-style-type: none"> • Determine frequency by RTI • Graph data • Problem-solve as needed <p>No Response to Initial Intervention Provide differentiated small group instruction with appropriate level text. Student not responding and making progress will be further diagnosed and instruction will be modified to be more explicit and in smaller groups. Students not making progress will be served with different materials in subsequent years to accelerate their reading skills.</p>	<p>-Journey’s Reading Series -Daily small group or individualized differentiated intervention in addition to or an extension of the 120-minute reading block targeted to meet student’s instructional needs -Leveled Readers -i-Ready -Repeated Reading -FCRR/reading activity centers -Listening Libraries -SRA Reading Mastery Plus -SRA Language for Learners -Reading Pals -Reading A-Z Leveled readers/RAZ kids -Classroom Libraries -Leveled Literacy Interventions -Moby Max -Use the profile of scores to determine areas of strengths and weaknesses and target intervention with phonological awareness, letter-sound correspondence, vocabulary, and oral language.</p>
<p>3rd-5th Grade: 2017-2018 FSA ELA; Administer STAR Enterprise Reading Assessments, i-Ready, and Performance Matters Benchmark Exams</p>	<p>Quarterly</p>	<p>Student scores a Level 1 or 2 on ELA FSA or the STAR Reading scale score is below 40th percentile on the STAR Reading</p>	<p>Analyze the student’s ELA FSA Report and the STAR Reading Diagnostic Student Report that provides Estimated ORF, ATOS level, Instructional Reading Level and LAFS domain scores to determine areas of weakness and plan targeted differentiated</p>	<p>- Houghton Mifflin Harcourt Journeys -Read Works -Literacy Circles - Two column note taking - Activating background knowledge - KWL charts, Anchor Charts, and graphic organizers</p>

		<p>Assessment or Performance Matters Benchmark Exams fall below the 70% proficient threshold; Students receive a scale score of 100-259 in i-Ready for 3rd-5th grade. The students in grade three with these scores will be identified as having a substantial reading deficiency.</p>	<p>instruction and intensive intervention in reading instruction.</p> <p>No Response to Initial Intervention Utilize the i-Ready Tool Box intervention lessons to provide additional targeted instruction.</p> <p>Administer other available diagnostic assessments for analysis if necessary</p>	<ul style="list-style-type: none"> - Think-Pair-Share - Text Features - Previewing unfamiliar vocabulary words -Reciprocal teaching -Citing text evidence -Summarizing -Leveled Readers -SRA Corrective Reading -SRA Reading Labs -Classroom Libraries -SRA Resource Kits -AR 360 -Close Reading lessons -Reading A-Z leveled readers -i-Ready Intervention Lessons -MobyMax -FCRR Literacy Centers -CPALMS -Storyworks, Jr.

Our district student progression plan outlines the following:

The district school board provides comprehensive plan for student progression which must provide for a student’s progression from one grade to another based on the student’s mastery of the standards in s. 1003.41, for ELA. Our student progression plan includes criteria that emphasize student reading proficiency in kindergarten through grade 3 and provide targeted instructional support for students with identified deficiencies in English Language Arts. The results of evaluations used to monitor a student’s progress in grades K-5 will be provided to the student’s teacher in a timely manner and as otherwise required by law. Thereafter, evaluation results will be provided to the student’s parent in a timely manner. Progress updates are done each 9 weeks and parents are invited to Early Warning Signs/RTI meetings as needed. The district currently includes a daily intervention/acceleration class for all students as a part of their daily schedule in grades K – 5.

Any student who exhibits a substantial deficiency in reading, based upon locally determined (FLKRS, STAR 360, Performance Matters Benchmark Assessment, i-Ready or FSA) conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student’s reading proficiency must be monitored and the intensive instruction must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment

- To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the FSA, the student must be retained.
- The parent of any student who exhibits a substantial deficiency in reading, based on district progress monitoring or FSA, must be notified in writing of the following:
 1. That his or her child has been identified as having a substantial deficiency in reading.
 2. A description of the current services that are provided to the child.
 3. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
 4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
 5. Strategies for parents to use in helping their child succeed in reading proficiency.
 6. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
 7. The district's student progression plan provides procedures and policies for a portfolio and what evidence is required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
 8. The district's student progression plan states criteria and policies for midyear promotion. Midyear promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

Students who show deficiencies are monitored using growth plans. These plans are: 1) A federally required student plan such as an individual education plan;

2. A schoolwide system of progress monitoring for all students using a student data notebook. A student who scores Level 4 or above on the English Language Arts may be exempted from participation by the principal; or
3. An individualized progress monitoring plan.

**Chart DT2- Middle (6-8) Identification/Intervention Decision Tree Using
Reading Assessment Data
Hamilton County 2018-2019**

Grade Level/ Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>6th-8th Grade: 2017-2018 FSA ELA; Administer STAR Enterprise Reading Assessments, i-Ready, Reading Plus & Performance Matters Benchmark Exams</p>	<p>Quarterly</p>	<p>Student scores a Level 1 or 2 on ELA FSA, the STAR Reading scale score is below the 40th percentile on the STAR Reading Assessment, scale score of 100 – 597 in grade 6, 100 – 608 in 7th grade, and 100 – 619 in 8th grade on i-Ready or students fall between 0% - 37% on Performance Matters benchmark assessments.</p> <p>Following analysis of the STAR Reading Diagnostic Student Report, if the students’ percent of mastery score on any of the LAFS Domains are less than 40%</p>	<p>Analyze the available student data to determine areas of weakness and plan targeted differentiated instruction.</p> <p>Students Not Responding to Initial Intervention</p> <p>Analyze the available student data to determine areas of weakness and students who meet the criteria listed would receive immediate intensive instruction in addition to differentiated instruction during the immediate intensive instruction time on each student’s schedule.</p> <p>All students are placed in an intensive intervention reading course with an instructor certified in ELA/Reading or with a reading endorsement if possible. Specific skills deficits are addressed.</p> <p>Administer other available diagnostic assessments for analysis if necessary</p>	<p>- Direct instruction using grade level text in small group; leveled text allowing students to progress at own rate for independent practice; focus on informational text</p> <p>-Florida Collections</p> <p>-Read Works</p> <p>-i-Ready Teacher Toolbox</p> <p>-Reading Plus</p> <p>-Literacy Circles</p> <p>- Two column note taking</p> <p>- Activating background knowledge</p> <p>- KWL charts, anchor charts, and graphic organizers</p> <p>- Think-Pair-Share</p> <p>- Text Features</p> <p>- Previewing unfamiliar vocabulary words</p> <p>-Reciprocal teaching</p> <p>-Summarizing</p> <p>-Leveled Readers</p> <p>-Leveled Literacy Intervention</p> <p>-Teengagement</p> <p>-Classroom Libraries</p> <p>-AR 360</p> <p>-Close Reading lessons</p> <p>-Reading A-Z leveled readers</p> <p>-MobyMax</p> <p>-FCRR Literacy Centers</p> <p>-CPALMS (floridastudents.org)</p> <p>-Storyworks, Jr.</p>
		<p>If students score Level 3</p>	<p>Students who score level 3 or higher will be identified in the analysis of the STAR Reading Instructional Planning-Student report and the State Standards</p>	<ul style="list-style-type: none"> • Students who do not respond to interventions will be given small group instruction during the additional class period provided in students’ schedules for iii (intervention/acceleration) time.

		<p>If students score a Level 3 but scored at Level 1 or 2 in the prior year.</p>	<p>report card. These students will be provided extension/enrichment activities during the additional class period set aside for intervention/acceleration.</p> <p>Students who score level 3 but scored a Level 1 or 2 in the prior year will be identified in the analysis of the STAR Reading Instructional Planning – Student report card and through analysis of iReady reading data. These students will be provided differentiated instruction during the iii designated class period to ensure reading levels remain on grade level.</p>	<ul style="list-style-type: none"> • When possible, a teacher with reading endorsement will be used • Content area teachers will be receiving continuous job embedded support through administration and a reading coach/consultants to scaffold learning for students in need of interventions • Students will be given instruction and intervention as needed in small groups or one-on-one based on analysis of progress monitoring data. This will occur during the iii (intervention/acceleration) class period. • When possible, a teacher with reading endorsement will be used • Content area teachers will be receiving continuous job-embedded support through administration and a reading coach/consultants to scaffold learning for students in need of interventions.
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**Chart DT3- High (9-12) Identification/Intervention Decision Tree Using
Reading Assessment Data
Hamilton County 2018-2019**

Grade Level/ Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>9th-10th Grade: 2017-2018 FSA ELA; Administer STAR Enterprise Reading Assessments, Performance Matters Benchmark Exams</p> <p>11th-12th Grade: 2017-2018 FSA ELA; Administer Performance Matters Benchmark Exams</p>	<p>Quarterly</p>	<p>Student scores a Level 1 or 2 on prior ELA FSA, the STAR Reading scale score is below the 40th percentile on the STAR Reading Assessment, or students fall between 0% - 37% on Performance Matters Benchmark Exams</p>	<p>Analyze the student data to determine areas of weakness and plan targeted differentiated instruction.</p> <p>Students Not Responding to Initial Intervention Analyze the Performance Matters benchmark assessments to determine more specific areas of weakness and plan additional targeted differentiated instruction.</p> <p>Students scoring below 51% on specific Performance Matters benchmark assessments can be progress monitored through additional Performance Matters assessments on a monthly basis.</p> <p>Administer other available diagnostic assessments for analysis if necessary</p>	<p>Programs/ Materials:</p> <ul style="list-style-type: none"> • 7 -12 Collections • Collections Close Reader & Performance Assessment Workbook • Newsela • Read Works • USA Test Prep • Khan Academy • CommonLit • Teengagement • AR 360 <p>Strategies:</p> <ul style="list-style-type: none"> • Identify specific barriers to mastering foundational skills and provide targeted instruction either in small group or one-to-one • Identify specific barriers to comprehension (e.g. inability to follow pronoun use) and provide targeted instruction in small group or one-to-one • Small group instruction defined as being 20-30 minutes long; group should be no more than seven and limited to the number of students who are targeting a specific reading goal • Identify a performance goal that will assess mastery and facilitate transition back to core instruction

				<ul style="list-style-type: none">• Students who do not respond to interventions will be given one-to one intervention during the additional class period provided in students' schedules• When possible, a teacher with reading endorsement will be used• Content area teachers will be receiving continuous job embedded support through administration and reading coach/consultant to scaffold learning for students in need of interventions• Reading/Writing for College Success courses provided
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