

Indian River 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: Karin Hammler

Contact Email: Karin.Hammler@indianriverschools.org

Contact Telephone: 772-564-3120

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	51	51	52	53	53	57	59

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	50	52	50	55	51	58	61

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

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
						23	19
White/African American	34	30	33	26	31		
White/Hispanic	20	17	19	14	18	11	8
Economically Disadvantaged/Non-Economically Disadvantaged	32	29	30	26	28	23	21
Students with Disabilities/Students without Disabilities	41	38	39	35	39	32	29
English Language Learners/ Non-English Language Learners	33	30	34	27	29	24	21

* 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.

By funding Literacy Coaches we will be able to continue our district on early intervention and insuring that students are prepared for Middle and High School.

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?

Executive Director of Elementary Education, Executive Director of Secondary Education and Principal Supervisors, Performance Data Analyst along with the Curriculum and PD Specialists.

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.

SDIRC will be utilizing iReady in grades K-8 for progress monitoring for all students. In grades 9-12, Achieve 3000 will be utilized to progress monitor all students who scored a level 1 or 2 on FSA. Standards based Unit Assessments will be used to monitor mastery of the LAFS in grades 3-12.

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

Progress monitoring data will be collected and reviewed three times a year for iReady and Achieve 3000 and ongoing for Unit Assessments by the District.

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

Executive Director of Elementary Education, Executive Director of Secondary Education, Director of Exceptional Student Education, Executive Director of Student Services, Director of Federal Programs, Principal Supervisors, and the Director of Assessment and Accountability.

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?

Executive Director of Elementary Education, Executive Director of Secondary Education, Director of Exceptional Student Education, Director of Federal Programs, Curriculum Specialists and Principal Supervisors.

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

Standards based Unit Assessments, i-Ready, Achieve 3000

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

The evidence will be collected three times a year for iReady and Achieve 3000 and ongoing for Unit assessments.

- 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.?**

Executive Director for Elementary Education and Executive Director for Secondary Education

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

\$13,999

- 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.

2013001: Effective Methods for Identification and Remediation of Reading through Explicit, Systematic, and Sequential Instruction.

2013002 – PDA: Reading Difficulties Disabilities and Dyslexia

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.

<https://www.indianriverschools.org/common/pages/DisplayFile.aspx?itemId=2363431>

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

Dodgertown Elementary, Indian River Academy, Glendale Elementary, Citrus Elementary, Treasure Coast Elementary, Vero Beach Elementary and Fellsmere Elementary

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

Yes.

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

- a. Elementary: 7
- b. Middle: none
- c. High: none

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

Coaches are monitored with assessment data, walk-through data from district/school administrators, student work samples, and the evaluation framework for instructional personnel.

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

\$560,000

Supports for Identification and Intervention of Students with Reading Deficiencies

District 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?**

Reading intervention teachers are placed in highest need schools, but are funded from other sources – not the reading instruction allocation.

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

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

- a. Elementary: none
- b. Middle: none
- c. High: none

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

none

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.:

Additional supplemental materials are funded through other sources.

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

Additional supplemental materials are funded through other sources.

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 funds, ESE funding, Title I Funding, Title II and outside grant sources

Summer Reading Camps

Please complete the following questions regarding SRC:

- 1. SRC Supervisor Name: Kelly Baysura
- 2. Email Address: kelly.baysura@indianriverschools.org
- 3. Phone Number: 772-564-3067

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

Elementary: Osceola Magnet and Liberty Magnet

Middle: Oslo Middle

High School: Sebastian River High School

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

a. Start Date: June 3rd, 2019

b. Which days of the week is SRC offered: Monday - Friday

c. Number of instructional hours per day in reading: 4 hours

d. End Date: June 28th, 2019

e. Total number of instructional hours of reading: 80 hours

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

The application for the SDIRC Summer Reading Program includes previous experience teaching 3rd grade, Reading Endorsement/Certification, and Advanced degrees in reading instruction. Preference is given to highly effective teachers who have proven success with struggling readers.

7. What is the anticipated teacher/student ratio?

Elementary: 8 to 1

Middle: 15 to 1

High: 15 to 1

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

Yes, grades 6-12 will be served.

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

Elementary- Student achievement growth will be monitored through iReady Diagnostic assessment administered at the conclusion of SRC. Data from portfolios and Standards Mastery will also be used to monitor student progress.

Middle and High School- Growth in student achievement will be monitored through pre and post standards based assessments.

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	\$110,839.00
District expenditures on reading coaches	\$560,000.00
District expenditures on intervention teachers	00.00
District expenditures on supplemental materials or interventions	00.00
District expenditures on professional development	\$13,999
District expenditures on summer reading camps	\$160,000.00
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	00.00
Flexible Categorical Spending	Click here to enter text.
Sum of Expenditures	\$844,838.00
Amount of district research-based reading instruction allocation for 2019-2020	\$844,838.00

APPENDIX A

Agenda for Reading Plan Revisions

6/4/19

1. Final Review of District Reading Plan *


Karen Hammer

Brian McMahon
Karen Dampier
Kelly Baysura
Karen Hammer

→ Performance Data Analyst

- Brian McMahon, our MIS, had been consulted and contributed to our District Reading Plan Draft and Final submission.

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April 26, 2019

- Sign In

Title

* Rec'd via email 4/25/2014; Responded via email 4/30/2014 (PM)

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 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;

DT#1 School District of Indian River County – Florida Assessments for Instruction in Reading K-2

Assessments	Date(s)	If	Then	Programs/Materials/Strategies
Administer iReady Diagnostic (all students)	Assessment Period 1 August/ September 2019	iReady -Scaled score of 497-529 Student demonstrates no risk on iReady Diagnostic.	-Continue with instruction for enrichment that effectively uses multi-sensory evidence-based strategies that include high level comprehension tasks, vocabulary development, and fluency at the word and/or connected complex text level.	-Core Reading Program (McGraw Hill – Wonders/iReady) -Small group differentiated instruction that focuses on targeted skill instruction using leveled text
		iReady -Scaled score of 438-496 Student demonstrates low risk on iReady Diagnostic.	-Item analysis to determine the pattern of errors -Provide comprehension instruction, which focuses on strategic listening/reading, to include multi- sensory, explicit instruction using before, during, and after comprehension strategies	-Core Reading Program (McGraw Hill – Wonders/iReady) -Small group differentiated instruction that focuses on targeted skill instruction using leveled text
	Assessment Period 2 January 2020	iReady - Scaled score of 437 and below Student demonstrates moderate to high risk on iReady Diagnostic.	-Administer Monthly Growth Monitoring - Parents will be notified when iReady scores indicate that a student has a reading deficiency and needs specific reading intervention.	- Core Reading Program (McGraw Hill – Wonders/iReady) - Initial instruction and Tier 2 targeted intervention Reading Program(s) using Wonders, iReady, and additional resources depending on the need, such as Sonday, Foundations, and LLI. -Daily small group, differentiated instruction/intervention targeted to meet student’s instructional needs (Students will need intervention in addition to, or an extension of, the 90-minute reading block.)
	Assessment Period 3 May 2020			

		<p>iReady - Scaled score of 437 and below</p> <p>Student demonstrates high risk iReady.</p>	<p>-Administer Monthly Growth Monitoring</p> <p>-Parents will be notified when iReady scores indicate that a student has a substantial reading deficiency and needs specific reading intervention.</p> <p>-Consult with Multi-Tiered System of Support (MTSS) to analyze all available data (e.g. VPK assessment data, Curriculum Based Measurements, student work samples, etc.) to make</p>	<p>- Core Reading Program (McGraw Hill – Wonders/iReady)</p> <p>-Initial instruction, Tier2 and Tier 3 Using core curriculum, iReady, Foundations, Sonday, LLI reading intervention.</p> <p>-Daily small group differentiated instruction/intervention targeted to meet student's instructional needs (Students will need intervention in addition to, or an extension of, the 90-minute reading block.)</p>
			appropriate recommendations for further diagnostic assessments.	
<p>For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.</p>				

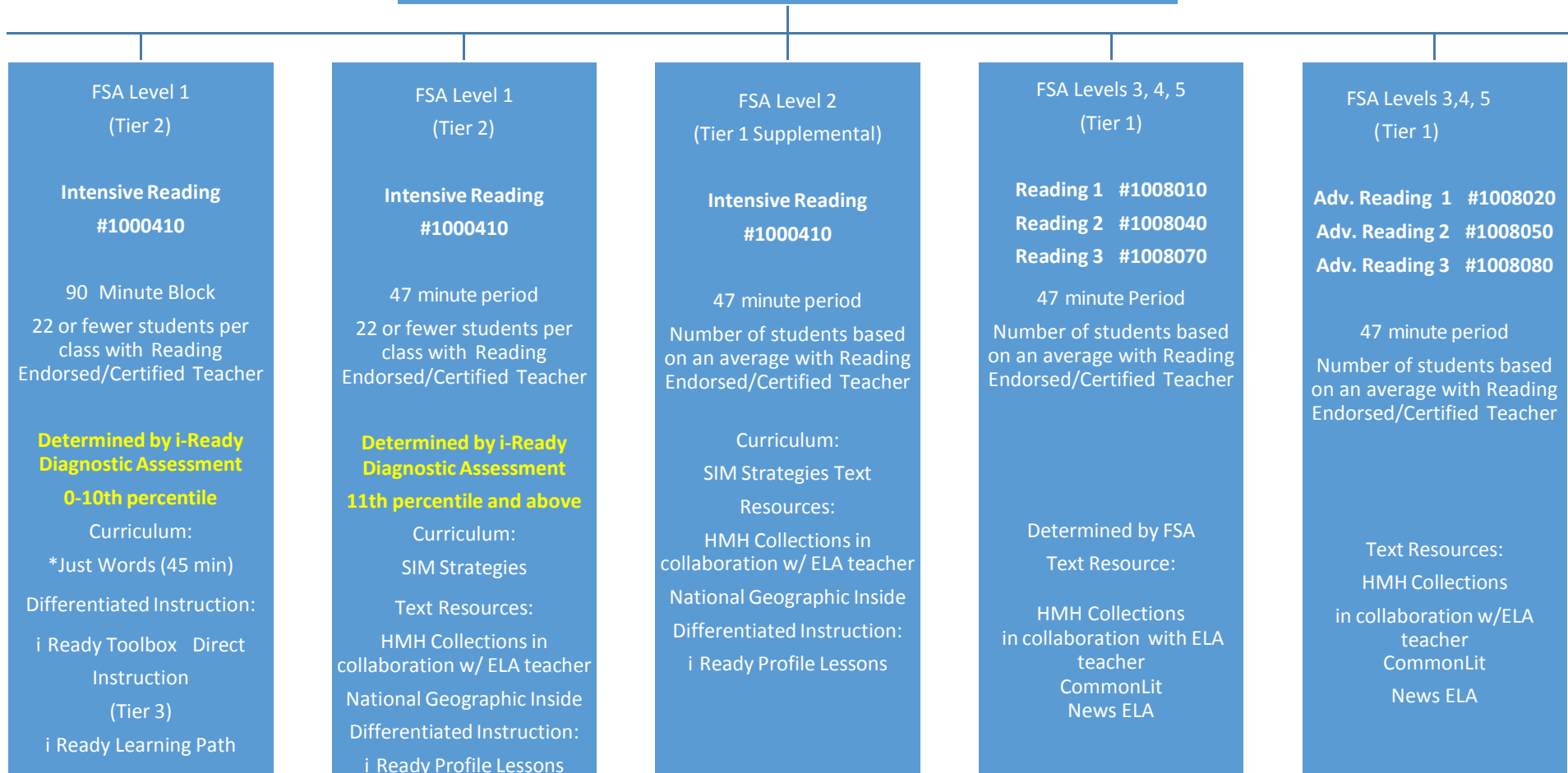
DT#1 School District of Indian River County – Florida Assessments for Instruction in Reading 3-5

Assessments	Date(s)	If	Then	Programs/Materials/Strategies
iReady Diagnostic (all students)	Assessment Period 1 August/ September 2019	FSA Level 3-5 Student demonstrates no risk on iReady Diagnostic.	-Continue with instruction for enrichment that effectively employs multi-sensory, evidence-based strategies that include high level comprehension tasks, vocabulary development, and fluency at the word and/or connected complex text level.	- Core Reading Program (McGraw Hill – Wonders/iReady) -Small group differentiated instruction that focuses on targeted skill instruction using leveled text
	Assessment Period 2 January 2020	FSA Level 3-5 Student demonstrates low risk on iReady Diagnostic.	-Item analysis to determine the breakdown -Provide comprehension instruction, which focuses on strategic listening/reading, to include explicit multi-sensory instruction using before, during, and after comprehension strategies.	-Core Reading Program (McGraw Hill – Wonders/iReady) -Small group differentiated instruction that focuses on targeted skill instruction using leveled text
	Assessment Period 3 May 2020	FSA Level 1-2 Student demonstrates moderate to high risk on iReady Diagnostic. FSA Level 1-2	-Administer Monthly Growth Monitoring -Parents will be notified when FSA or iReady scores indicate that a student has a reading deficiency and needs specific reading intervention. - Administer Monthly Growth Monitoring	- Core Reading Program (McGraw Hill – Wonders/iReady) - Initial instruction, Tier 2, and Tier 3 instruction using Supplemental Intervention Reading Program(s) such as Foundations, Sonday, and LLI. Core Reading Program (McGraw Hill – Wonders/iReady) -Daily small group differentiated instruction/intervention targeted to meet student’s instructional needs (Students will need intervention in addition to, or an extension of, the 90-minute reading block.)

		Student demonstrates high risk iReady.	-Parents will be notified when FSA or iReady scores indicate that a student has a reading deficiency and needs specific reading intervention. -Consult with Multi-Tiered System of Support (MTSS) to analyze all available data (e.g. VPK assessment data, Curriculum Based Measurements, student work samples, etc.) to make appropriate recommendations for further diagnostic assessments.	-Initial instruction and approved Supplemental Intervention Reading Program(s) -Daily small group differentiated instruction/intervention targeted to meet student’s instructional needs (Students will need intervention in addition to, or an extension of, the 90-minute reading block.)
Unit Assessments	August-May	Student scores above 70%	-Continue with instruction for enrichment that effectively uses evidence based multi-sensory, strategies that include high level comprehension tasks, vocabulary development, and fluency at the word and/or connected complex text level.	- Core Reading Program (McGraw Hill – Wonders/iReady) -Small group differentiated instruction that focuses on targeted skill instruction using leveled text
		Student scores between 50%-70%	-Based on data reteach and reassess specific standards covered on the unit assessment	- Core Reading Program (McGraw Hill – Wonders/iReady) -Small group differentiated instruction that focuses on targeted skill instruction using leveled text – Tier 2
		Student scores below 50%	-Based on data reteach and reassess specific standards covered on the unit assessment	- Core Reading Program (McGraw Hill – Wonders)/iReady - Initial instruction, Tier 2, and Tier 3 instruction using Supplemental Intervention Reading Program(s) such as Foundations, Sonday, and LLI. Core Reading Program (McGraw Hill – Wonders/iReady) -Daily small group differentiated
For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.				

Middle School Reading Decision Tree

for placement of 6-8th grade students in Reading Classes



***Just Words TBA**

- Students scoring a Level 1 or 2 on the ELA portion of FSA will be placed in an Intensive Reading course. The recommended guidelines are listed using data from FSA and i-Ready.
- Instruction will be modified for students who have not responded to specific reading intervention with initial intensity using differentiated instruction. Small flexible groups will focus on the specific needs of students as determined by data from iReady, Unit Assessments, and classroom formative assessments.

Middle School Language Arts Decision Tree
for placement of 6-8th grade students in Language Arts

**FSA Level 1,2,3,4 & 5
M/J Language Arts**

M/J Lang. Arts 1 #1001010
M/J Lang. Arts 2 #1001040
M/J Lang. Arts 3 #1001070

Number of students based on an average
47-minute period
Curriculum:
HMH Collections in
collaboration with Reading Teacher

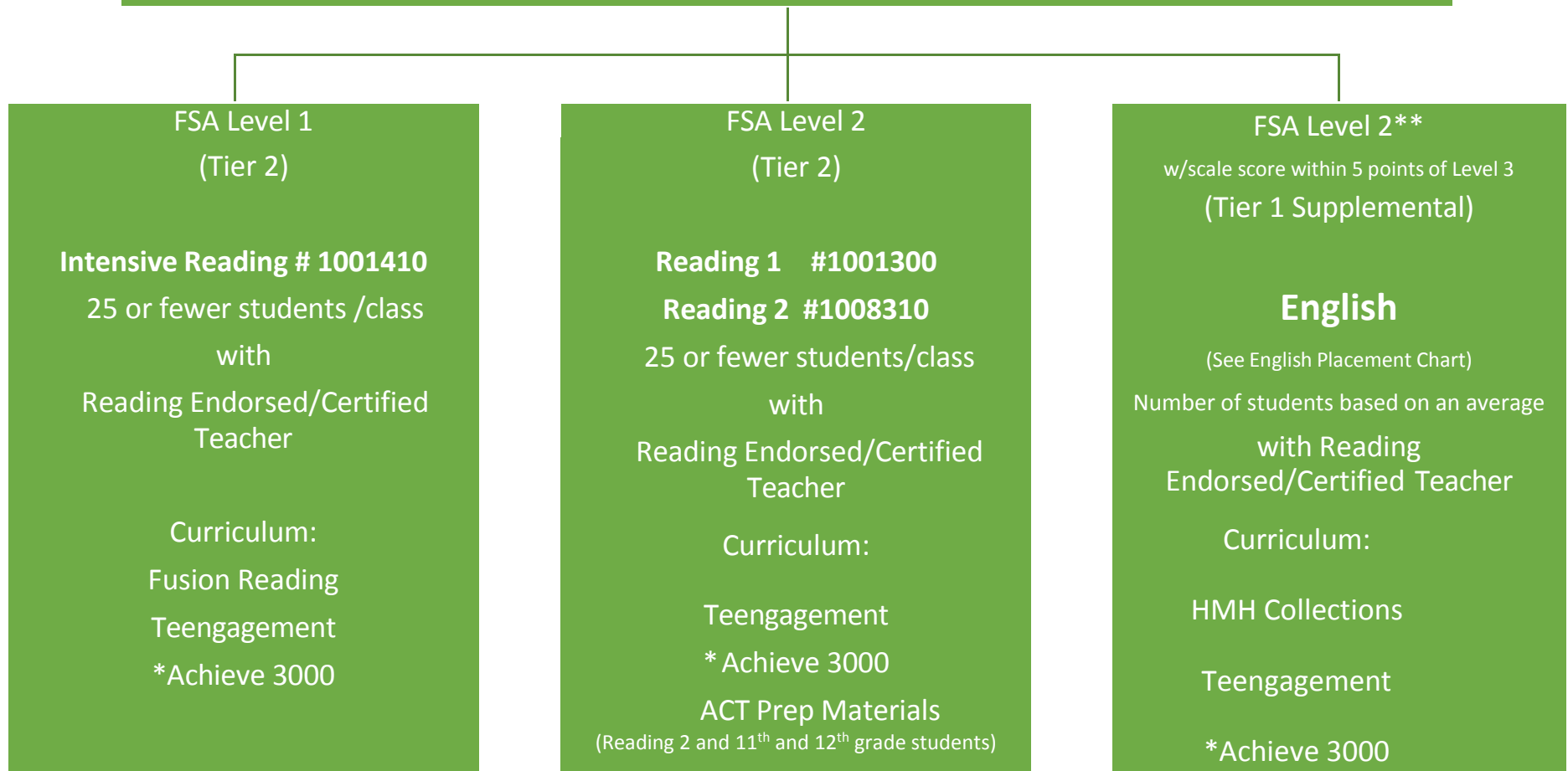
**FSA Level 3,4 & 5
M/J Advanced Language Arts**

M/J Lang. Arts 1 Adv. #1001020
M/J Lang. Arts 2 Adv #1001050
M/J Lang. Arts 3 Adv. #1001080

Number of students based on an average
47-minute period
Curriculum:
HMH Collections in
collaboration with Reading Teacher

High School Reading Decision Tree

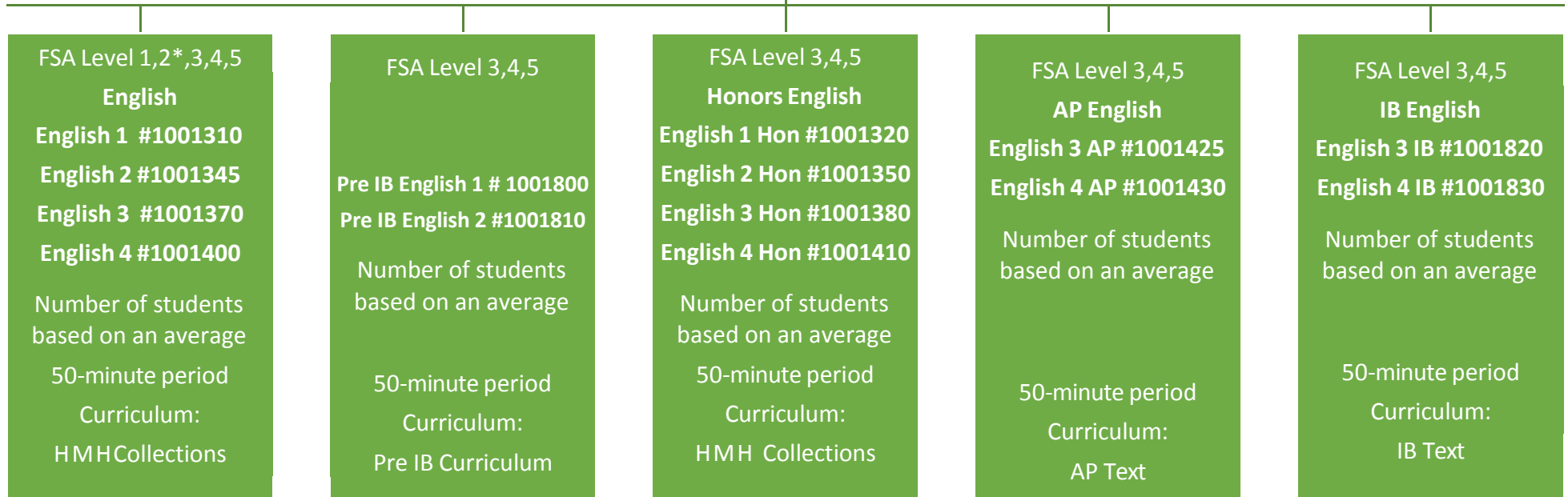
for placement of 9 12th grade students in Reading Classes



- Students scoring a Level 1 or 2 on the ELA portion of FSA will be placed in an Intensive Reading course.
- **Students with a FSA Level 2 - Scale score within 5 points of a Level 3 can be placed in an English class with a Reading Endorsed/Certified teacher. These Level 2 students will be progress monitored through their English class.
- Instruction will be modified for students who have not responded to specific reading intervention with initial intensity using differentiated instruction. Small flexible groups will focus on the specific needs of students as determined by data from FSA, Unit Assessments, Achieve 3000, and classroom formative assessments.
- *Achieve 3000 for 9th and 10th grade students only.

High School English Decision Tree

for placement of 9 12th grade students in English Language Arts



*Students with a FSA Level 2 - Scale score within 5 points of a Level 3 can be placed in an English class with a Reading Endorsed/Certified teacher.

These Level 2 students will be progress monitored through this English class.



Middle School Reading Learning Pathways

for placement of 6 8th grade students in Reading Classes

FSA Level 1 (Tier 2)	FSA Level 1 (Tier 2)	FSA Level 2 (Tier 1 Supplemental)	FSA Levels 3, 4, 5 (Tier 1)	FSA Levels 3,4, 5 (Tier 1)
M/J Intensive Reading (MC) #1000010	M/J Intensive Reading (MC) #1000010	M/J Intensive Reading (MC) #1000010	M/J Reading 1 #1008010 M/J Reading 2 #1008040 M/J Reading 3 #1008070	M/J Reading 1, Adv #1008020 M/J Reading 2, Adv #1008050 M/J Reading 3, Adv #1008080
90 Minute Block 22 or fewer students per class with Reading Endorsed/Certified Teacher	47 minute period 22 or fewer students per class with Reading Endorsed/Certified Teacher	47 minute period Number of students based on an average with Reading Endorsed/Certified Teacher	47 minute Period Number of students based on an average with Reading Endorsed/Certified Teacher	47 minute period Number of students based on an average with Reading Endorsed/Certified Teacher
Determined by i-Ready Diagnostic Assessment 0-10th percentile	Determined by i-Ready Diagnostic Assessment 11th percentile and above	Curriculum: SIM Strategies Resources: HMH Collections in collaboration w/ ELA teacher	Determined by FSA Text Resource: HMH Collections in collaboration with ELA teacher CommonLit News ELA	Text Resources: HMH Collections in collaboration w/ELA teacher CommonLit News ELA
Curriculum: *Just Words (45 min) Differentiated Instruction: i Ready Toolbox Direct Instruction (Tier 3) i Ready Learning Path	Curriculum: SIM Strategies Text Resources: HMH Collections in collaboration w/ ELA teacher National Geographic Inside Differentiated Instruction: i Ready Profile Lessons	Differentiated Instruction: i Ready Profile Lessons		

- Just Words TBA
- Students scoring a Level 1 or 2 on the ELA portion of FSA will be placed in an Intensive Reading course. The recommended guidelines are listed using data from FSA and i-Ready.
- Instruction will be modified for students who have not responded to specific reading intervention with initial intensity using differentiated instruction.
- Small flexible groups will focus on the specific needs of students as determined by data from iReady, Unit Assessments, and classroom formative assessments.



Middle School English Language Arts Learning Pathways

for placement of 6 8th grade students in English Language Arts Classes

FSA Level 1,2,3,4 & 5
M/J Language Arts

[M/J Lang. Arts 1 #1001010](#)

[M/J Lang. Arts 2 #1001040](#)

[M/J Lang. Arts 3 #1001070](#)

Number of students based on an average
47 minute period

Curriculum:
HMH Collections in
collaboration with Reading Teacher

FSA Level 3,4 & 5

M/J Advanced Language Arts

[M/J Lang. Arts 1 Adv. #1001020](#)

[M/J Lang. Arts 2 Adv #1001050](#)

[M/J Lang. Arts 3 Adv. #1001080](#)

Number of students based on an average
47 minute period

Curriculum:
HMH Collections in
collaboration with Reading Teacher



High School Reading Learning Pathways

for placement of 9 12th grade students in Reading Classes

FSA Level 1
(Tier 2)

[Intensive Reading # 1000410](#)

Instruction given with
Reading Endorsed/Certified
Teacher
25 or fewer students with a Reading
Endorsed/Certified Teacher

Curriculum:

Fusion Reading
Teengagement
Achieve 3000

FSA Level 2
(Tier 2)

[Reading 1 #1008300](#)

[Reading 2 #1008310](#)

Instruction given with
Reading Endorsed/Certified
Teacher

Number of students
based on an average

Curriculum:

Teengagement

Achieve 3000

ACT/SAT Prep Materials
(Reading 2 and 11th/12th grade students)

FSA Level 2*
w/scale score within 5 points of Level
3

(Tier 1 Supplemental)

English

(See English Learning Pathway)

Instruction given with
Reading Endorsed/Certified
Teacher

Number of students based on an
average

Curriculum:

Collections
Teengagement
Achieve 3000

- Students scoring a Level 1 or 2 on the ELA portion of FSA will be placed in an Intensive Reading course.
- *Students with a FSA Level 2 - Scale score within 5 points of a Level 3 can be placed in an English class with a Reading Endorsed/Certified teacher. These Level 2 students will be progress monitored through their English class.
- Instruction will be modified for students who have not responded to specific reading intervention with initial intensity using differentiated instruction. Small flexible groups will focus on the specific needs of students as determined by data from FSA, Unit Assessments, Achieve 3000, and classroom formative assessments.



High School English Learning Pathways

for placement of 9 12th grade students in Language Arts

<p>FSA Level 1,2*,3,4,5 English English 1 #1001310 English 2 #1001340 English 3 #1001370 English 4 #1001400 Number of students based on an average 50 minute period Curriculum: HMH Collections</p>	<p>FSA Level 3,4,5 Pre IB English 1 # 1001800 Pre IB English 2 #1001810 Number of students based on an average 50 minute period Curriculum: Pre IB Curriculum</p>	<p>FSA Level 3,4,5 Honors English English 1 Hon #1001320 English 2 Hon #1001350 English 3 Hon #1001380 English 4 Hon #1001410 Number of students based on an average 50 minute period Curriculum: Collections</p>	<p>FSA Level 3,4,5 AP English English 3 AP #1001425 English 4 AP #1001430 Number of students based on an average 50 minute period Curriculum: AP Text</p>	<p>FSA Level 3,4,5 IB English English 3 IB #1001820 English 4 IB #1001830 Number of students based on an average 50 minute period Curriculum: IB Text</p>
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*Students with a FSA Level 2 - Scale score within 5 points of a Level 3 can be placed in an English class with a Reading Endorsed/Certified teacher. These Level 2 students will be progress monitored with the computer component through this English class.

APPENDIX C

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.

Section 1: Contact Information

1. **District name:** School District Indian River County
2. **Contact name for schools covered on this plan:** Kelly Baysura
3. **Contact phone number:** 772-564-3067
4. **Contact email:** Kelly.Baysura@indianriverschools.org
5. **Schools covered by this plan:** Dodgertown Elementary, Fellsmere Elementary, Vero Beach Elementary

Section 2: Length of School Day

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

1. **School start time:** 8:45
2. **School dismissal time:** 3:35
3. **Total number of instructional minutes per day:** 360
4. **Minutes per day of reading instruction (must be at least 150):** 150

Section 3. Instructional Design

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

The extra hour serves all students. The students scoring a level 4 or 5 on the FSA will participate in enrichment activities, such as novel studies, STEAM initiatives to include coding, robotics, and digital media activities. Using data, level 4 and Level 5 students' specific areas of improvement will be identified, and learning gains will be established. They will receive targeted instruction in ELA to ensure learning gains.

- 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.**

Our schools are staffed with a literacy coach, a 3rd grade interventionist and/or an interventionist/k-2 coach for additional intensive reading instructional supports. SDIRC uses ongoing data analysis to drive instruction. All intensive reading instruction is provided by teachers and coaches using evidence-based curriculum and strategies. Teachers and Coaches are evaluated with Marzano's focused evaluation model. This coaching model keeps the focus on high yield strategies, standards-based instruction and educator growth. All literacy coaches are reading endorsed or certified. Additionally, our teachers and interventionists receive ongoing monthly professional development on explicit, multi-sensory, direct instructional strategies combined with a renewed focus on foundational literacy skills via Literacy Matrix and AIM Pathways professional learning.

- 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.**

In addition to our core curriculum, Wonders, we utilize the following research-based reading curriculum depending on student need/data: LLI, Sonday, Foundations, iReady. The data indicates that our current programming is moving our students with a reading deficiency. SDIRC 3rd graders went from 56% Levels 3 and above to 60% levels 3 and above on the 2018-19 FSA in ELA. Additional formative data via iReady indicates that our students are growing faster than prior years. Our current work is not geared towards adding additional supplementary curriculum, but rather is focused on aligning our resources and using our curriculum with fidelity. We are seeing improvements with our primary grade levels and know that the cohort data will continue to feed our intermediate grade levels. Professional development introduces teachers to effective uses of scientifically based reading research strategies in their classrooms. Additionally, teachers receive ongoing support throughout the school year from their school-based literacy coach, to advance their reading instruction skills. The literacy coaches receive professional development monthly through the scheduled coach meetings. The school-based literacy coach then provides ongoing training at the school site to create capacity. These efforts around professional development are based on data and needs assessments.

- 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.**

SDIRC utilizes the following data to drive instruction: iReady diagnostic and growth monitoring, Unify Unit Assessments, Running Records, Sonday Screener, Foundations tests, and fluency progress monitoring. The district conducts data analysis and then

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supports the schools in a school-based data analysis, specific to individual student needs based on the data.

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.**

SDIRC utilizes our state adopted core curriculum to deliver the progression of reading skills in a coherent and vertical method ensuring that all skills are taught in a manner that allows for repeated exposure to the skills, concepts, and standards explicitly taught. Additional instruction is driven by student need/ group/tiered instruction and utilizes the following programs to meet the individual learner's needs: LLI, Sonday, Foundations, iReady Toolbox and Tools for Instruction.

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.**

SDIRC has implemented the FLDOE writing cycle and utilizes the State 10-point writing rubric as an ongoing analysis of student needs. Additionally, we have focused on using text sets from our state adopted social studies and science curriculum to promote writing and teach close reading skills via annotation. We have added a monthly writing component to our district leadership, administrative, and coach meetings to ensure calibration of scoring and matching of skills/instructions to needs of learners based on an ongoing writing cycle. Writing is an area of focus as a way of connecting across the content areas.

Additionally, we have added a STEAM specialist in an effort to support teachers with integrating curriculum across content areas. Some of those efforts support project-based learning, integrating STEAM into the ELA and math blocks. SDIRC has partnered with Dr. Chew for professional development in the areas of science and content integration. Those trainings will take place over four Saturday Science training Sessions.

Social studies content is also being infused into the ELA and writing spaces as a means of continued integration.

Additional efforts have been made to train literacy coaches during the monthly coach meetings, on cross content collaboration and lesson planning to specifically incorporate science and social studies curriculum.